

A STUDY ON INDONESIAN STUDENT SATISFACTION AND REVISIT INTENTION IN INTERNATIONAL ACADEMIC MOBILITY

An Undergraduate Thesis



Written by:

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INTERNATIONAL UNDERGRADUATE PROGRAM IN MANAGEMENT

FACULTY OF BUSINESS AND ECONOMICS

ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2025

A STUDY ON INDONESIAN STUDENT SATISFACTION AND REVISIT INTENTION IN INTERNATIONAL ACADEMIC MOBILITY

An Undergraduate Thesis

Presented as Partial Fulfilment of the Requirements to Obtain a Bachelor's Degree
in the Management Study Program



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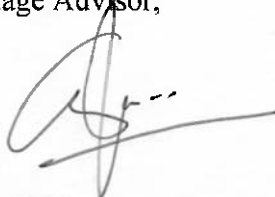
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THESIS APPROVAL PAGE

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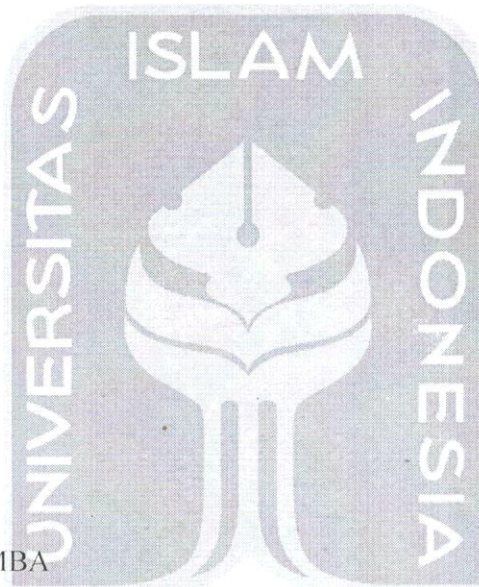


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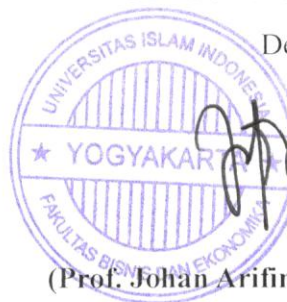
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DECLARATION OF ORIGINALITY

I, the undersigned, solemnly affirm the following statement regarding the originality and integrity of the thesis presented herein:

I hereby assert that this thesis is devoid of any content that has been previously submitted, either in its entirety or partially, to obtain any academic degree. Furthermore, to the best of my knowledge and conviction, I attest that no material authored or published by another individual has been incorporated into this thesis without appropriate acknowledgement in both the body of the text and the bibliography. Any instances of external sources utilized in the development of this work have been duly referenced following scholarly conventions.

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Yogyakarta, July 15, 2025

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The author is very aware that in writing this thesis, there are still many shortcomings, due to the limitations of time, place, energy, and funding that the author has. Therefore, the author gladly accepts criticism, suggestions, and constructive input from readers who are expected to improve this research. Hopefully, this paper can provide benefits for various parties in need.

Yogyakarta, July 15, 2025

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by the name 'Zaki Maajid' in a cursive script.

Ahmad Zaki Maajid

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ABSTRACT

This study aims to examine the influence of physical and social factors—namely physical environment, cost, personal safety, emotional support, ethical conduct, and student–lecturer attachment—on Indonesian students’ satisfaction during international mobility programs, and how this satisfaction affects their intention to revisit the host institution or country to pursue further education. A quantitative approach was employed using an online questionnaire distributed to 202 Indonesian students who had participated in international mobility programs within the past four years. The sample was obtained through purposive sampling, and the instrument was adapted from validated prior studies. Data were analyzed using Structural Equation Modeling (SEM) with SmartPLS 4.

The results show that physical environment, emotional support, and student–lecturer attachment significantly influence international student satisfaction, while cost, personal safety, and ethical conduct do not have a significant impact. Furthermore, international student satisfaction has a strong positive effect on their intention to revisit the host university or country for future academic purposes. These findings offer valuable insights for higher education institutions and policymakers in Indonesia to enhance the quality of student experiences during mobility programs. By strengthening physical infrastructure, emotional support systems, and student–faculty engagement, institutions can boost satisfaction and encourage students to return, contributing to institutional reputation and long-term global partnerships. This study enriches the limited empirical literature on revisit intention among Indonesian international students and provides a more holistic understanding of the key factors driving satisfaction and academic loyalty in global education.

Keywords: Indonesian student, International student mobility, Physical environment, Fee, Personal safety, Emotional support, Ethical conduct, Student-lecturer attachment, Satisfaction, Intention to Revisit

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh faktor fisik dan sosial—yaitu lingkungan fisik, biaya, keamanan pribadi, dukungan emosional, perilaku etis, dan hubungan antara mahasiswa dan dosen—terhadap kepuasan mahasiswa Indonesia selama program mobilitas internasional, serta bagaimana kepuasan tersebut memengaruhi niat mereka untuk kembali ke institusi atau negara tuan rumah untuk melanjutkan pendidikan mereka. Pendekatan kuantitatif digunakan dengan mendistribusikan kuesioner online kepada 202 mahasiswa Indonesia yang telah mengikuti program mobilitas internasional selama empat tahun terakhir. Sampel diperoleh melalui *sampling purposif*, dan instrumen disesuaikan dari studi validasi sebelumnya. Data dianalisis menggunakan *Structural Equation Modeling* (SEM) dengan *SmartPLS 4*.

Hasil penelitian menunjukkan bahwa lingkungan fisik, dukungan emosional, dan ikatan antara mahasiswa dan dosen secara signifikan mempengaruhi kepuasan mahasiswa internasional, sementara biaya, keamanan pribadi, dan perilaku etis tidak memiliki dampak yang signifikan. Selain itu, kepuasan mahasiswa internasional memiliki efek positif yang kuat terhadap niat mereka untuk kembali ke universitas atau negara tujuan untuk tujuan akademik di masa depan. Temuan ini memberikan wawasan berharga bagi institusi pendidikan tinggi dan pembuat kebijakan di Indonesia untuk meningkatkan kualitas pengalaman mahasiswa selama program mobilitas. Dengan memperkuat infrastruktur fisik, sistem dukungan emosional, dan keterlibatan antara mahasiswa dan dosen, institusi dapat meningkatkan kepuasan dan mendorong mahasiswa untuk kembali, yang berkontribusi pada reputasi institusi dan kemitraan global jangka panjang. Studi ini memperkaya literatur empiris yang terbatas tentang niat kembali di kalangan mahasiswa internasional Indonesia dan memberikan pemahaman yang lebih mendalam tentang faktor-faktor kunci yang mendorong kepuasan akademik dalam pendidikan global.

Kata kunci: Mahasiswa Indonesia, Mobilitas mahasiswa internasional, Lingkungan fisik, Biaya, Keamanan pribadi, Dukungan emosional, Perilaku etis, Hubungan mahasiswa-dosen, Kepuasan, Niat untuk Kembali.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The past 20 years have witnessed the mobility of students from one country to another as a means of promoting higher education with a global outlook. In the context of internationalization, mobility also referred to “internationalization abroad,” which is known to be the most common activity mentioned and consists of several different types (Wit & Albacht, 2020). In higher education, student mobility is defined as all forms of international movement associated with a given study program, including outward (local students going abroad) and inward mobility (foreign students coming to the destination country) (Parey, 2020). With such a definition in mind, one can say that international exchange students are those undertaking a travel excursion to foreign countries to engage in formal parts of learning that are undertaken as components of their degrees at host universities (Kelly & Brown, 2004; Wood, 2001). International students are those who travel to a foreign country to pursue an academic course, while exchange students only take part in a portion of their studies and therefore are not required to remain in the host country after the program ends (Cho et al., 2021).

International Student Mobility (ISM) is a strategic issue in today’s global context, offering significant benefits not only to individuals but also to countries as a whole (Sood, 2012). As students often possess high levels of education, they are well-qualified and increasingly have greater access to the international labor market (Syahid, 2015). Globalization has profoundly influenced higher education,

resulting in a growing flow of students across national borders. Higher education is now considered part of the expanding globalization of trade in goods and services (Pimpa, 2003). A notable example is the Erasmus programme, which demonstrates how student mobility can create economic impacts comparable to those generated by traditional tourism (Rodríguez et al., 2012). Supporting this, the British Council (2024) confirms a strong positive relationship between global economic growth and the rise in outbound student mobility. These dynamics highlight the importance of ISM as a key driver in shaping implications for individuals and higher education institutions.

International fieldwork programs that provide learning opportunities abroad have become increasingly popular in undergraduate education worldwide (Ito & Igano, 2021). The global increase in international student mobility (ISM) is driven by a range of institutional strategies aimed at encouraging students to pursue education abroad, including student exchange programs, international mobility schemes, and dual-degree offerings (Rizvi, 2011). In many contexts, studying abroad is increasingly perceived not only as an academic achievement but also as a symbol of social status and personal success. This perception, coupled with globalization trends, has significantly increased the number of students pursuing higher education outside their home countries. In response, various countries have developed scholarship programs as part of their educational development and cultural diplomacy strategies to both attract and send students abroad. Major destination countries such as Australia, the United Kingdom, the United States, and Japan have long offered prestigious scholarship programs, including the Australia

Awards (Australian Government, 2025), Chevening Scholarships (UK Government, 2021), the Fulbright Program (United States Government, 2025), and Erasmus+ (European Commission, 2025), which promotes student mobility across the European Union and neighboring regions as part of broader educational integration. Meanwhile, emerging countries like Indonesia have also begun participating actively by launching initiatives such as the Indonesian International Student Mobility Awards (IISMA), which enables students to study at top universities around the world (Ministry of Education, Culture, Research and Technology Indonesia, 2022). According to the latest data from UNESCO, approximately 254 million students are currently enrolled in higher education institutions, a figure that has more than doubled over the past 20 years and is expected to continue growing.

International student mobility that provide learning opportunities abroad have become increasingly popular in higher education. Southeast Asian countries send tens of thousands of students abroad every year. A recent report by international education consultancy Acumen highlights significant trends in student mobility and internationalization within Southeast Asia, particularly focusing on key markets such as Vietnam, Malaysia, Indonesia, and Thailand. Figure 1.1 shows that during the 2021/2022 academic year, Vietnam had the highest number of outbound students with approximately 132,000 students studying abroad representing 37% of the total market share in the region. This was followed by Malaysia and Indonesia, each sending around 56,000 students (16% respectively), while Thailand sent 32,000 students (9%). These figures demonstrate the growing

emphasis placed by Southeast Asian countries on global education as part of their broader development strategies and increasing regional competitiveness. The trend also reflects a strategic shift toward building international networks, enhancing human capital, and increasing participation in the global knowledge economy (ICEF Monitors, 2024).

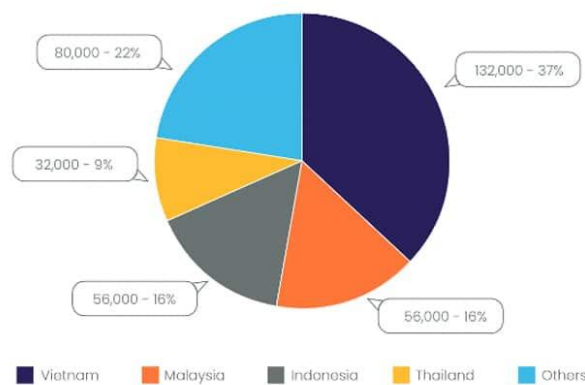


Figure 1.1

Southeast Asian enrolments in institutions abroad, for selected markets, 2021/22.
Source: ICEF Monitors & Acumen (2024)

Indonesia, the largest economy in Southeast Asia and the fourth most populous country globally, has demonstrated a consistent upward trend in international student mobility over the past two decades. Figure 1.2 shows that the number of Indonesian students studying abroad increased by nearly 50%, rising from approximately 38,000 to over 56,000 between 2010 to 2020 (British Council, 2024). This steady growth positions Indonesia as a moderately significant outbound student market, comparable to countries like Bangladesh and Malaysia, although it remains relatively small when compared to major markets such as China and India.

Indonesia: Outbound international Students

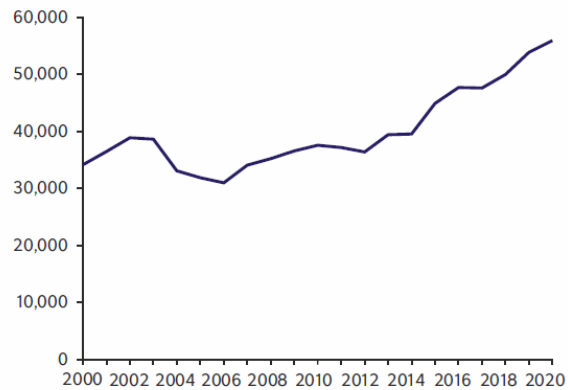


Figure 1.2

Indonesia Student Mobility Dashboard
Source: British Council & UNESCO (2024)

According to Figure 1.3, the most preferred study destinations for Indonesian students include Australia, Malaysia, the United States, Japan, and the United Kingdom, with Australia topping the list by hosting more than 11,000 Indonesian students in 2021/22 (ICEF Monitor, 2024). These mobility patterns reflect not only Indonesia's growing middle class and investment in education but also the increasing value placed on international qualifications in the global labor market.

Top 5 destinations for Indonesian students

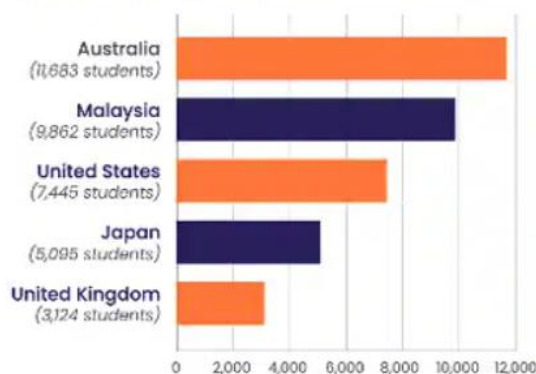


Figure 1.3

Top 5 Destinations for Indonesian Students in 2021/22
Source: ICEF Monitors & Acumen & UNESCO 2024

International Student Mobility (ISM) holds significant urgency for Indonesia in various aspects, ranging from the improvement of human capital quality, the strengthening of cultural diplomacy, to the expansion of global professional networks. For Indonesian students, the primary motivations to participate in ISM programs include the pursuit of higher academic achievement, the desire for better educational experiences, the challenge of adapting to new environments, the opportunity to establish international connections, and the ambition to enhance career prospects abroad (Aziz et al., 2024). Additionally, the limited availability of employment opportunities in the domestic labor market serves as a driving factor that encourages students to seek a competitive edge through overseas education (OECD, 2022).

In the era of globalization, ISM functions not only as a strategic tool for strengthening students' academic and professional capacities but also as an essential means of enhancing bilateral relations between countries through cultural and academic exchange. Programs such as the *Indonesian International Student Mobility Awards* (IISMA) were developed by the Indonesian government as an initiative to prepare a resilient and adaptive young generation capable of competing on a global scale. These programs also serve as a form of cross-cultural educational diplomacy (Kemendikbud, 2023). Furthermore, IISMA is strategically positioned as a nation branding tool, projecting Indonesia's cultural values onto the global stage and accelerating the quality of national education through exposure to international academic environments (Kristiana & Benito, 2023).

From a theoretical perspective, the motivations behind students' participation in ISM can be explained through the *push and pull* theory (Yue & Lu, 2022). Push factors include the desire to compete in higher education, limited access to high-quality educational institutions domestically, and restrictive local admission policies. On the other hand, pull factors encompass the reputation of host institutions, better employment prospects, and the availability of scholarships. Personal motivations also play a crucial role, such as career development, cross-cultural awareness, family influence, access to global communication, and the desire to break away from previous routines.

Although international student mobility (ISM) offers numerous benefits, students often face a range of challenges, including high living expenses, limited social and emotional support, and difficulties adjusting to new academic cultures (Rizvi, 2011). These issues, if left unaddressed, can negatively impact student satisfaction and limit the potential of such programs to foster long-term academic engagement.

The United States, has issued a controversial policy by suspending visa scheduling for new foreign students (Reuters, 2025). This policy has sparked concern among prospective international students and is seen as a sign of the country's closed attitude toward global academic exchange. In Indonesia itself, there has been discussion about evaluating the IISMA program, both due to budgetary factors and concerns about its effectiveness.

In this context, academic studies assessing the level of satisfaction and experience of students in international mobility programs have become increasingly

important as a basis for evaluation and higher education policy making. Understanding the factors that influence student satisfaction and revisit intention is therefore crucial. Revisit intention refers to a student's willingness to return to the host institution for future academic pursuits. According to Chelliah et al. (2019a), student satisfaction is one of the primary determinants of revisit intention. Supporting this, Rasoolimanesh et al. (2023) found that students who feel valued and supported within an academic environment are more likely to return for advanced studies. Furthermore, Teichler (2017) emphasized that students with positive academic and social experiences are significantly more inclined to maintain long-term academic connections with the host institution or country.

The literature revealed that the factors such as physical environment, tuition fees, living costs, personal safety, immigration prospects, ranking of institutions and career prospects are factors that attract intentional students to study at foreign destinations (Bodycott, 2009; Roberts et al., 2010; Gatfield and Chen, 2006; Murray Brux and Fry, 2010; Curtis and Ledgerwood, 2018; Janda, 2016; Chavan et al., 2014).

Despite the increasing relevance of international student mobility (ISM) in Indonesia's higher education landscape, academic research on this topic particularly involving Indonesian students, remains limited.

In particular, there is a notable gap in research examining how academic satisfaction influences the revisit intention of Indonesian students after participating in international exchange programs. While several international studies have

acknowledged the link between satisfaction and future academic engagement, this relationship remains underexplored within the Indonesian context.

Despite growing scholarly attention on international student mobility (ISM), the literature on the satisfaction of international students remains relatively underdeveloped and fragmented. Earlier studies have only partially explored the role of key contributing factors such as physical environment, fees, and emotional support in shaping student satisfaction (Arambewela, 2003; Lapina et al., 2016; Martin & Cullen, 2006). Furthermore, inconsistencies persist in empirical findings. For instance, while some studies found the physical environment to significantly influence satisfaction (Almanwari et al., 2024; Ma et al., 2022; Costa et al., 2020), others reported no significant relationship (Azhar et al., 2021). Similarly, tuition fees have shown mixed effects, with studies like Latip et al. (2019) and Mattila & O'Neill (2003) reporting a positive correlation with satisfaction, in contrast to findings by Almanwari et al. (2024), Alves et al. (2022), and Nurlia (2019), who reported no significant influence.

Moreover, emotional support and ethical conduct, which are crucial for fostering a positive academic experience, have also yielded contradictory results. While Matschke (2022) and Mansouri et al. (2022) identified significant relationships between these factors and student satisfaction, Chelliah et al. (2019) found otherwise.

Based on the above explanation, it can be concluded that previous studies have not produced consistent results, indicating a gap in research. Therefore, the author conducted further research to analyze the influence of each variable in greater

depth. These findings form the basis for the author in developing a study titled “A Study on Indonesian Student Satisfaction and Revisit Intention In International Academic Mobility.” This study is a full replication of the research conducted by Chelliah et al. (2019), with similarities in the research variables used, namely physical environment, fees, personal safety, emotional support, ethical conduct, student–lecturer attachment, international student satisfaction, and revisit intention, and analyzed using the SEM PLS approach. In this study, differences related to geography are observed, in contrast, Chelliah et al. (2019) focused on international students in Malaysia, using the SEM PLS analysis approach. In contrast, the contribution of this study lies in the research object, specifically Indonesian students who engage in international mobility to other countries.

1.2. Problem Identification

Analysis of the background described above shows that the concept of physical and social factors affecting student satisfaction and intention to return has not yet reached an optimal level. This is due to inconsistencies in previous research results. The research question in this study is to analyze the influence of physical and social factors on satisfaction and their impact on the intention to return to the host university for students in Indonesia.

1.3. Problem Formulation

Based on the problem identification, the author formulates the following research questions:

1. Does the physical environment affect the satisfaction of students participating in international mobility?
2. Does price/fee affect the satisfaction of students participating in international mobility?
3. Does personal safety affect the satisfaction of students participating in international mobility?
4. Does emotional support affect the satisfaction of students participating in international mobility?
5. Does ethical conduct influence satisfaction among students participating in international mobility programs?
6. Does student-lecturer attachment influence satisfaction among students participating in international mobility programs?
7. Does satisfaction influence revisit intention among students participating in international mobility programs?

1.4. Research Objectives

Based on the research questions above, the objectives of this study are as follows:

1. To analyze the effect of the physical environment on satisfaction among students participating in international mobility programs.
2. To analyze the effect of price/fees on satisfaction among students participating in international mobility programs.
3. To analyze the effect of personal safety on satisfaction among students participating in international mobility programs.

4. To analyze the influence of emotional support on satisfaction among students participating in international mobility programs.
5. To analyze the influence of ethical conduct on satisfaction among students participating in international mobility programs.
6. To analyze the influence of student-lecturer attachment on students participating in international mobility programs.
7. To analyze the influence of satisfaction on revisit intention among students participating in international mobility programs.

1.5. Research Contributions

The benefits of this study are as follows:

1. Theoretical Benefits

This study is expected to contribute theoretically to the development of literature on Indonesian student satisfaction and revisit intention in the context of global higher education. By replicating the model from Chelliah et al. (2019), this study not only re-examines the existing relationships between variables but also enriches our understanding of the role of factors such as physical environment, fees, personal safety, emotional support, ethical conduct, and student–lecturer attachment in shaping student satisfaction. Additionally, this study adds dimensions to the model, particularly by adapting and expanding the indicators of the personal safety variable, thereby serving as a reference for future research in the fields of

educational management, service marketing, and international mobility policies.

2. Practical Benefits

Practically, the results of this study can serve as an important reference for the Indonesian government and higher education institutions in designing strategic policies to attract international students to participate in exchange programs in Indonesia. By understanding the factors that significantly influence international students' satisfaction and intention to return, educational institutions can improve the quality of academic services, campus environment comfort, security systems, and social relationships between lecturers and students.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Frameworks

2.1.1 Theory of Planned Behavior

According to Ajzen (1991), the Theory of Planned Behavior (TPB) is a theory used to understand and predict individual behavior in a social context. TPB was developed as an extension of the Theory of Reasoned Action (TRA), incorporating the dimension of perceived behavioral control to explain behavior that is not entirely under the individual. TPB provides a comprehensive conceptual framework for how attitudes, social norms, and perceptions of control can shape behavioral intentions, which ultimately influence an individual's actual behavior.

This theory states that an individual's intention to act is influenced by three main components, namely:

1. Attitude toward the behavior: the extent to which an individual has a positive or negative assessment of the behavior to be performed.
2. Subjective norm: an individual's perception of social pressure or expectations from those around them to perform or not perform the behavior.
3. Perceived behavioral control: an individual's perception of the ease or difficulty of performing the behavior, reflecting past experiences and anticipated barriers.

These three components simultaneously form behavioral intention, which is a direct predictor of whether an action will be performed, as shown in Figure 2.1.

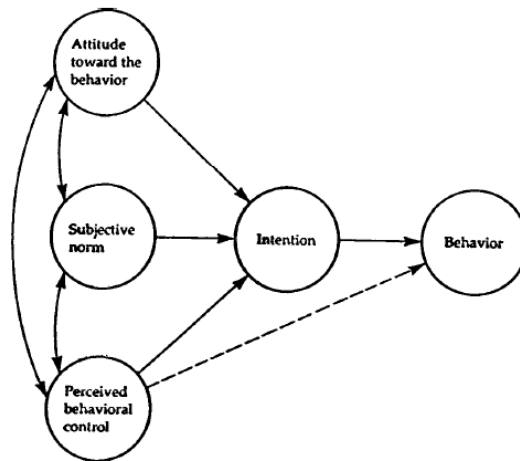


Figure 2.1
Theory of Planned Behavior
Source: Ajzen (1991)

In the context of this study, TPB is used as a theoretical basis to explain the relationship between various factors of international students' experiences and their satisfaction and revisit intention. Attitudes toward study abroad experiences can be influenced by physical and social factors, such as physical environment, fees, personal safety, emotional support, ethical conduct, and student–lecturer attachment.

Furthermore, subjective norms can be represented by the social influences felt by students during the program, such as peer support, academic culture, and interpersonal ethics felt during their studies. Meanwhile, perceived behavioral control reflects the extent to which students feel able to adapt academically and socially at the host university,

as well as the extent to which they feel comfortable with the situations they face.

Based on the TPB model, if students have positive experiences with these factors, their intention to return to the target institution will tend to be higher. Thus, this theory is highly relevant in mapping the psychological mechanisms behind international students' decisions to revisit or recommend the same institution in the future. In this study, TPB provides a conceptual framework for understanding how the combination of environmental and social factors shapes student satisfaction, which in turn influences their behavioral intentions to revisit or continue their studies at the same institution.

2.2 Variable Explanation

2.2.1 Physical Environment

Physical environment variables refer to the quality of the physical environment that directly shapes users' perceptions and experiences of an institution or service. In the context of the service industry, particularly hospitality and restaurants, the physical environment includes elements such as room layout, cleanliness, lighting, color, sound, and overall comfort of facilities (Ryu et al., 2012). The quality of the physical environment has been proven to be one of the primary determinants of institutional image, perceived value, and customer satisfaction. Ryu et al., (2012), have emphasized that these physical aspects not only create an aesthetic impression but also influence users' emotional comfort and functional

perceptions during interactions with the service. Therefore, in the integrative model developed by Ryu et al., (2012), the quality of the physical environment has a significant influence on the formation of positive image and perceived value, which ultimately impacts customer satisfaction and behavioral intentions.

In the context of higher education, the quality of the physical environment is also an important determinant of student satisfaction, especially for international students. Campus facilities such as social spaces, libraries, auditoriums, and infrastructure accessibility greatly influence students' learning experiences and well-being (Hanssen & Solvoll, 2015). A study by Asare-Nuamah (2017) also indicates that physical aspects of educational institutions, such as learning facilities and comfortable campus environment, contribute to students' overall satisfaction with the institution. Educational services are not only composed of academic content but also include physical facilities as an important element supporting the overall quality of service. Therefore, in this study, the physical environment variable can be interpreted as students' perceptions of the comfort, completeness, and quality of the university's physical facilities, which contribute to their satisfaction during their studies abroad and influence their intention to revisit.

2.2.2 Price/Tuition Fee

Tuition fee, in the context of higher education, refers to the financial charge imposed on students in return for educational services provided by

an institution. Kotler *et al.*, (2022), defines price as the amount of money paid for a product or service or the value that consumers exchange to gain access to certain benefits. Within universities, tuition fees represent not only a source of institutional revenue but also a reflection of the perceived quality and prestige of the educational offerings. It includes direct costs such as academic instruction, administrative services, facility use, and access to academic resources, and often indirectly signals institutional competitiveness and value proposition.

Moreover, the perception of tuition fees among students is shaped by various dimensions, including affordability, fairness, and clarity. According to Bahri (2020), students evaluate price based on whether the cost aligns with the academic and service experience they receive. When the price is perceived as fair and justifiable, especially when accompanied by adequate facilities, competent faculty, and academic support, it enhances the student's perception of institutional value. Bahri (2020), further elaborates that price perceptions are influenced by four key indicators: the affordability of fees, the suitability of price with quality, the match between price and benefits, and the transparency of the pricing scheme. Therefore, tuition fee is not only a transactional cost but also a psychological and evaluative component of a student's educational judgment.

2.2.3 Personal Safety

Personal safety refers to the perceived sense of physical and psychological security experienced by individuals within a specific

environment. In the context of international education, personal safety encompasses aspects such as freedom from crime, violence, harassment, and general threats in both the academic setting and surrounding community. According to Collins et al. (2022), international students often evaluate the safety of a university campus including its location, infrastructure, and social environment as a crucial determinant of satisfaction with their study experience. Their study emphasizes that a secure campus culture can foster peace of mind, thereby enhancing students' ability to focus on academic and social engagement. Similarly, Cheng et al. (2022) conceptualize safety climate in tourism and recreation settings as a shared perception of safety protocols, training, emergency preparedness, and managerial commitment to safeguarding individuals. These factors, when applied to educational environments, contribute to the students' broader perception of personal safety.

Moreover, the importance of personal safety is reinforced through its classification as a significant "pull factor" in the decision-making process for international students (Mazzarol & Soutar, 2002). Safety, alongside other environmental and cultural aspects, is frequently prioritized by students and their families when selecting a destination for higher education. Pimpa (2003) further notes that family influence often includes concerns over political stability and community safety, which impact student decisions. Therefore, the concept of personal safety is multidimensional extending beyond physical protection to include emotional well-being and

institutional trust. In empirical research, personal safety is often measured by students perceived exposure to risk, the presence of institutional support mechanisms, and the overall atmosphere of safety on campus. These indicators are essential for institutions aiming to improve student satisfaction and attract international applicants.

2.2.4 Emotional Support

Emotional support refers to the expression of empathy, care, love, and trust that individuals receive from others, especially in times of stress or transition. For international students, emotional support is crucial as they navigate cultural adaptation, separation from family, and academic pressure in a foreign environment. According to Matschke (2022), emotional support during international exchange involves having people who comfort, reassure, and share in both joyful and challenging moments. It has been shown to significantly reduce acculturative stress, foster a greater sense of personal control, and lower symptoms of depression. Moreover, the presence of emotional support has a consistently positive relationship with the overall well-being of exchange students, making it a protective factor against mental health issues commonly associated with relocation and adjustment challenges (Matschke, 2022).

Emotional support does not only serve as a buffer against stress but also enhances the personal sense of belonging and self-worth, which are essential for psychological resilience. Misra et al. (2003) similarly highlight the role of perceived emotional support in moderating international

students' reactions to stressors, noting that higher levels of perceived support are associated with more adaptive coping responses. This form of support may originate from peers, host families, academic mentors, or fellow international students. It is vital to help students feel valued and less isolated. As such, emotional support is recognized as a key dimension of social support that contributes not only to the alleviation of psychological distress but also to the facilitation of a smoother adjustment process in international educational contexts (Misra et al., 2003; Matschke, 2022).

2.2.5 Ethical Conduct

Ethical conduct refers to the adherence to moral principles and professional standards that guide behavior within organizational contexts. In the context of international students, ethical conduct is particularly significant, as it shapes their perceptions of trust, respect, and safety in unfamiliar academic and cultural environments. According to Mansouri et al. (2022), ethical sales behavior includes honesty, product knowledge transparency, and the avoidance of manipulative tactics such as exaggeration or coercive selling. When international students encounter ethical conduct in academic advising, housing services, or administrative support, they are more likely to feel respected and properly guided, even if such conduct may not always significantly impact their overall satisfaction. Nonetheless, ethical behavior helps build a trustworthy and inclusive atmosphere that supports students in their academic and personal adjustment abroad.

From a broader organizational perspective, ethical conduct in higher education institutions is not solely about individual behavior but also the collective responsibility of the university to create an ethical environment. Grundstein-Amado, R. (1999), conceptualizes ethical conduct as a systematic and reflective process involving moral reasoning, personal value clarification, and shared ethical vision between leaders and followers. For international students, this means being part of a university culture where fairness, accountability, and open communication are consistently practiced. An ethical climate contributes to their sense of belonging and well-being, and encourages reciprocal respect across cultural and institutional boundaries. When both university staff and students engage in mutual understanding and ethical decision-making, the institution fosters not only academic success but also a morally grounded international learning community.

2.2.6 Student-Lecturer Attachment

Student-Lecturer Attachment is a psychosocial construct that reflects the emotional and cognitive bond developed between students and their academic instructors. In a university setting, particularly among international or undergraduate students adapting to independent life, attachment to lecturers plays a crucial role in shaping academic motivation, classroom engagement, and overall campus integration. According to Ramachandran et al., (2020), a positive attachment relationship with lecturers significantly contributes to students' emotional intelligence and life

satisfaction, functioning as a vital mediator in their academic and personal development. This attachment is often characterized by students' perceptions that their lecturers are supportive, available, and genuinely interested in their well-being (Ramachandran et al., 2020).

Furthermore, Chepchieng et al., (2006) emphasize that the quality of student–lecturer attachment directly affects students' attitudes toward the campus environment. Healthy interpersonal relationships in diverse university settings not only encourage academic persistence but also help students navigate socio-cultural transitions, which is especially relevant for international students. These findings emphasize that student–lecturer attachment is not merely about academic instruction but also about interpersonal support that enhances students' adaptation and persistence in university life.

2.2.7 International Students Satisfaction

Student satisfaction refers to the subjective evaluation of educational experiences and services received by students, particularly in the context of studying abroad. According to Oliver (2010), satisfaction results from the fulfillment of consumer needs, where individuals assess a product or service's features and determine the degree of perceived fulfilment, whether it is satisfactory or dissatisfactory. In the context of international students, satisfaction extends beyond academic instruction to encompass psychological, social, and environmental dimensions encountered during the study period. Arambewela (2003) has emphasized that international

student satisfaction is shaped by institutional attributes such as academic quality, campus facilities, cultural adjustment support, and living conditions all of which collectively contribute to the holistic educational experience. Similarly, Thoo et al. (2023) define satisfaction as an accumulated evaluation across both academic and non-academic aspects, including perceived educational quality, service delivery, housing arrangements, cultural immersion, and institutional responsiveness.

This construct involves both cognitive and emotional responses to how well expectations are met during the academic journey abroad. Cho et al. (2021) highlight that satisfaction is also influenced by emotional elements such as meaningful interactions, nostalgia from memorable experiences, and a sense of overall well-being during the exchange program. Jiang et al. (2020) further emphasize that life satisfaction among international students in China is significantly affected by their adaptability, perceived support, and engagement with the host culture. These findings underscore that student satisfaction is a multidimensional construct, shaped by academic, environmental, and affective factors. When international students perceive that their academic, cultural, and social expectations are met, they tend to report higher satisfaction levels.

2.2.8 International Students Revisit Intention

Revisit intention among international students refers to the individual's deliberate and conscious plan or willingness to return to the host country or institution in the future, either for academic, professional, or

personal purposes. In the context of educational tourism, revisit intention reflects post-experience behavioral intention that emerges from the student's evaluation of their study abroad journey. Alegre and Cladera (2009) describe revisit intention as a behavioral outcome driven by the individual's internalized assessment of a previous visit, where positive cognitive and affective impressions often lead to a planned return. Cho et al. (2021) further conceptualize revisit intention within the international student context as a psychological intention to revisit the host country, influenced by the quality of their experience during student exchange programs. Importantly, revisit intention captures not only the likelihood of returning physically but also encompasses symbolic behaviors such as maintaining ties, recommending the destination to others, or considering future long-term engagement with the host environment.

In educational contexts, international student revisit intention is measured through indicators that assess students' willingness to return for future studies, career opportunities, tourism, or cultural reconnection. Jiang et al. (2020) highlight that revisit intention embodies a multifaceted construct, representing the student's future orientation toward the host country based on their prior satisfaction and perceived personal development. According to Sultana and Momen (2017), revisit intention includes affective, attitudinal, and behavioral dimensions, such as intention to re-enroll, desire to revisit as a tourist, or recommending the institution or destination to peers. These elements reflect not only loyalty to the institution

but also emotional attachment and a sense of belonging cultivated through academic and intercultural experiences. Thus, revisit intention is a critical construct in understanding the long-term impact of international education, particularly as institutions strive to build sustainable relationships with their global alumni and enhance destination branding through returning visitors.

2.3 Previous Research

To support the theoretical foundation and framework of this study, the researcher reviewed a number of previous studies relevant to the topic of international student satisfaction and revisit intention. Previous research also served as the basis for identifying the variables used in this study, as well as in formulating hypotheses and research models. By reviewing the results of previous studies, researchers can compare findings, identify research gaps, and adapt models to different contexts and populations. The following are the results of previous studies that are used as references in this study:

Table 2.1
Previous Research

Title	Author	Research Description	Variables	Results
Factors influencing satisfaction and revisit intention among international exchange students in Malaysia	Chelliah <i>et al.</i> , 2019	This study was conducted in the context of student exchange programs, focusing on international students undertaking exchanges at the University of Malaysia. Using a convenience sampling method, the research gathered data from	Physical Factors (Physical Environment, Price/Fee, and Personal Safety), Social Factors (Emotional Support, Ethical	Physical environment, fee/price, personal safety, and student–lecturer attachment had a significantly positive effect on student satisfaction. In contrast,

Title	Author	Research Description	Variables	Results
		166 respondents. The analysis was carried out using Structural Equation Modeling with Partial Least Squares (SEM-PLS) to examine the relationships between variables.	Conduct, Student-Lecturer Attachment), International Students Satisfaction, International Students Revisit Intention.	emotional support and ethical conduct did not have a significant effect. Satisfaction was found to significantly and positively influence students' intention to revisit the university.
After the Move to a New Campus Effect Students' Satisfaction with the Physical and Learning Environment	Costa & Steffgen, 2020	This research focused on student satisfaction with the physical environment, specifically among undergraduate psychology students at the University of Luxembourg. Using a convenience sampling method, data were collected from 771 respondents. The study employed hierarchical multiple regression analysis to examine how various aspects of the physical environment influenced student satisfaction.	Physical environment, Learning environment, Student satisfaction	The physical environment had a significantly positive effect on satisfaction.
The influence of environment & location, personal motivation, and fee & price on satisfaction, attitudinal and behavioural loyalty among international students in Oman	Almanwari <i>et al.</i> , 2024	This study explored international student satisfaction within private higher education institutions (HEIs) in Oman. Using purposive sampling, data were collected from 335 respondents. The analysis was conducted using SPSS and Structural Equation Modeling with Partial Least Squares (SEM-PLS) to examine the key factors influencing student satisfaction in this context.	Environment and location of HEIs, Personal motivation, fee and price, International students satisfaction, Attitudinal loyalty, Behavioral loyalty	The Physical Environment had significantly positive effect on satisfaction. Fee/price had no significantly positive effect on the satisfaction
The Effect of Service Quality,	Nurlia (2019)	Research conducted on university students in	Service Quality, Price, Brand	Fee/price had no significantly

Title	Author	Research Description	Variables	Results
Price, and Brand Image on Student Satisfaction		Indonesia using a quantitative survey.	Image, Student Satisfaction	positive effect on the satisfaction
The Effect of Quality, Service, Brand Image, and Tuition Fees on Student Loyalty Mediated by Satisfaction	Alves et al., (2022)	Study on university students in Timor Leste using a quantitative survey approach.	Quality, Service, Brand Image, Tuition Fees, Satisfaction, Loyalty	Fee/price had no significantly positive effect on the satisfaction
Does Program fees Affect the Relationship between Lecturers' Competencies and Student' Satisfaction in the Digital Era? A Case of Malaysia Higher Education	Latip et al., (2019)	This study examines the relationship between lecturers' competencies, program fees, and student satisfaction within the Malaysian higher education system. Using a disproportionate stratified random sampling method, data were collected from 386 active undergraduate students across eight different public and private institutions in Malaysia. The analysis was conducted using SEM-AMOS and SPSS to assess the structural relationships among the variables.	Lecturers Competencies, Students Satisfaction, Program Fees, Higher Education	Fee/price had a significantly positive effect on the satisfaction.
The Effect of Competences, Price, and Quality of Service on Student Satisfaction	Bahri, M. S., (2020)	Survey-based study on university students analyze service factors.	Competence, Price, Service Quality, Student Satisfaction	Fee/price had a significantly positive effect on the satisfaction.
Choosing a Higher Education destination: Marketing of where, why and how?	Collins et al., 2024	This study investigated the criteria influencing international student satisfaction in relation to university selection and enrolment. Conducted at a prestigious private university in Turkey, the research involved 197 international	International students, student recruitment, international higher education, satisfaction of international students	The personal safety had a significantly positive effect on the satisfaction.

Title	Author	Research Description	Variables	Results
		student respondents selected through convenience sampling. Data were analyzed using multiple regression analysis with SPSS to examine the key factors driving student satisfaction in this context.		
The Impact of Airport Physical Environment on Perceived Safety and Domestic Travel Intention of Chinese Passengers during the COVID-19 Pandemic: The Mediating Role of Passenger Satisfaction	Ma <i>et al.</i> , 2022	Investigated how four attributes of the airport's physical environment (facility functionality, aesthetics, layout accessibility, and cleanliness) influence perceived safety, satisfaction, and domestic travel intention, with satisfaction as a mediator.	Facility Functionality, Facility Aesthetics, Layout Accessibility, Cleanliness, Perceived Safety, Passenger Satisfaction, Travel Intention	All physical environment attributes (except aesthetics) significantly influenced satisfaction and perceived safety. Satisfaction mediated the effect on travel intention.
Safety first : The consequences of tourist recreation safety climate	Cheng <i>et al.</i> , 2022	Explored how the recreation safety climate (RSC) affects tourists' situational involvement, recreation satisfaction, place dependence, place identity, and destination loyalty in the context of surfing activities in Taiwan.	Recreation Safety Climate (RSC), Situational Involvement, Recreation Satisfaction, Place Dependence, Place Identity, Destination Loyalty	A safer climate enhanced tourists' satisfaction, attachment, and loyalty toward the recreation site.
The Impact of Social Support on Social Identity Development and Well-Being in International Exchange Students	Matschke, C., 2022	This research focused on German high school students who participated in an exchange year in the United States. The study involved 148 student respondents, exploring their experiences and perspectives during the exchange program.	Social identification, identity integration, well-being, social support, international exchange	The social support had a positive effect on well-being or satisfaction.

Title	Author	Research Description	Variables	Results
The influence sellers' ethical behaviour on customer's loyalty, satisfaction and trust	Mansouri <i>et al</i> , 2022	This study explored the relationship between seller behavior and customer loyalty. Conducted with 265 respondents, the research utilized Structural Equation Modeling (SEM) with AMOS as the analytical tool to examine the influence of seller behavior on customers' loyalty outcomes.	Satisfaction, Sales, Sportswear, Trust, Loyalty, Ethical behaviour	Ethical Behaviour had positively effect on satisfaction
Indirect Relationship of Attachment, Immediacy, Interpersonal Needs and Interpersonal Attraction between Emotional Intelligence and Life Satisfaction: An Empirical Study of Malaysian Undergraduates	Ramachandran <i>et al.</i> , 2020	This research was conducted in the context of undergraduate students in the Klang Valley area, involving a total of 600 respondents from various universities within the region. The study aimed to explore relevant aspects of student experiences and perceptions within this demographic.	Emotional Intelligence, Life Satisfaction, Attachment Relationship, Immediacy Behaviour, Interpersonal Needs, Interpersonal Attraction.	Attachment relationships with both lecturers and peers significantly mediate the relationship between emotional intelligence and life satisfaction.
Effect of tourist satisfaction on revisit intention in Can Tho City, Vietnam	Huu <i>et al</i> , 2024	This study was conducted in the context of city tourism, focusing on tourists visiting Can Tho City, Vietnam. A total of 300 respondents participated in the research. Data were analyzed using SPSS and Structural Equation Modeling (SEM) with AMOS to examine the factors influencing tourist experiences and behaviors.	Cultural contact, Perceived Value, Service Quality, Green Practice, Novelty Seeking, Tourist Satisfaction, Future Revisit Intention	The satisfaction had a significantly positive effect on future revisit intention
Increasing destination loyalty of international students towards Malaysian higher	Thoo <i>et al.</i> , 2022	Investigated how service quality, destination image, and study costs affect international students' satisfaction and destination	Service Quality, Destination Image, Study Costs, Student Satisfaction,	All three factors significantly influenced satisfaction, which in turn had a strong

Title	Author	Research Description	Variables	Results
educational institutions		loyalty in Malaysian higher education institutions.	Destination Loyalty	positive effect on destination loyalty (revisiting and recommending Malaysia).
Understanding the intention to revisit a destination by expanding the theory of planned behaviour (TPB)	Abbasi <i>et al.</i> , 2021	Extended the Theory of Planned Behavior by including satisfaction, nostalgia, and destination image to predict revisit intention.	Attitude, Subjective Norms, Perceived Behavioral Control, Satisfaction, Nostalgia, Destination Image, Revisit Intention	All variables significantly influenced revisit intention, with satisfaction and nostalgia playing strong mediating roles alongside TPB components.
Will I be back? Evoking nostalgia through college students' memorable exchange programme experiences	Cho <i>et al.</i> 2021	Examined the relationships among memorable experiences, nostalgia, satisfaction, and revisit intention among international exchange students.	Memorable Experiences, Nostalgia, Satisfaction, Revisit Intention	Nostalgia positively influenced satisfaction, which in turn significantly predicted revisit intention.
The Influence of Perceived Food Quality, Price Fairness, Perceived Value and Satisfaction on Customers' Revisit and Word-of-Mouth Intentions towards Organic Food Restaurants	Konuk, F.A., 2019	Investigated how perceived food quality, price fairness, and perceived value affect customer satisfaction, revisit intention, and word-of-mouth in organic food restaurant settings.	Perceived Food Quality, Price Fairness, Perceived Value, Customer Satisfaction, Revisit Intention, Word-of-Mouth Intentions	Perceived Food Quality, Price Fairness, and Perceived Value all significantly and positively influenced customer satisfaction, which in turn had a strong positive impact on both revisit intention and word-of-mouth intentions

2.4 Hypotheses Formulation

2.4.1 The Influence of Physical Environment on International Student Satisfaction

The physical environment has emerged as a key determinant of satisfaction in various service contexts, including higher education settings. According to Costa and Steffgen (2020), improvements in the physical infrastructure of a university significantly enhance student satisfaction with both their learning environment and overall academic experience. The quality of physical learning spaces affects not only students' functional comfort but also their psychological well-being, which in turn reinforces their perception of institutional quality. Similarly, Ma et al. (2022) found that facility functionality, layout accessibility, cleanliness, and aesthetic appeal of the environment significantly contribute to users' perceived safety and satisfaction, especially in institutional settings like airports. These findings can be extended to the context of higher education, where international students often judge their satisfaction based on the quality of academic and social infrastructure provided by the host institution.

In line with the “servicescape” framework proposed by Bitner (1992), the physical environment acts as a silent but influential component of the overall service experience. Empirical evidence from Ryu and Han (2010) as well as Costa et al. (2020) consistently supports the hypothesis that a well-maintained, aesthetically pleasing, and functionally designed environment positively impacts customer satisfaction. Within the academic context, this includes factors such as the availability of well-equipped study spaces, modern lecture halls, clean and safe

campus facilities, and overall spatial convenience. These elements are especially salient for international students, who often rely on physical cues to assess their sense of belonging and comfort in a foreign academic setting. Therefore, the hypothesis of that this study can be formulated based on the description mentioned above as follows:

***H₁:** Physical environment positively and significantly affects international student satisfaction.*

2.4.2 The Influence of Fee on International Student Satisfaction

Tuition fees play a vital role in shaping students' perceptions of value in higher education, particularly among international students who often face substantial financial obligations without the support of state subsidies. In the context of education as a service, Kotler et al., (2022), defines price as the monetary value exchanged for the benefits of a product or service. Accordingly, tuition fees not only reflect the financial cost of attending an institution but also serve as a signal of perceived educational quality, institutional prestige, and expected outcomes. This aligns with consumer behavior theory, which suggests that price acts as an extrinsic cue in evaluating service value and satisfaction. Bahri (2020) has found that tuition fee has a significant positive effect on student satisfaction, especially when the fees are perceived as fair, transparent, and supported by adequate academic resources. Similar findings by Ariska (2019) highlight that fee levels, payment flexibility, and perceived fairness can strongly influence satisfaction levels among students. Although Mattila and O'Neill (2003) examined this phenomenon in the hospitality industry, their results support the curvilinear yet significant relationship between

price and satisfaction, underscoring that pricing influences customers' emotional and evaluative responses, a principle applicable to the educational context as well.

Despite these supportive findings, some scholars suggest that the relationship between tuition fees and satisfaction is not always straightforward. For instance, Alves et al. (2022) have reported no significant influence of tuition fees on student satisfaction at Instituto Profissional De Canossa in Timor-Leste, attributing this to contextual factors such as economic disparities and a stronger emphasis on service quality or institutional branding. Likewise, Nurlia (2019) found that while price plays a role, it did not significantly impact satisfaction when tested alongside brand image and service quality in her study of LP3I Jakarta students. These contrasting results indicate that the impact of tuition fees on student satisfaction may be context-dependent, influenced by institutional type, socioeconomic background, and perceived academic value. Nevertheless, the broader empirical evidence particularly in competitive educational markets supports the notion that tuition fees, when perceived as justifiable and commensurate with the services received, contribute positively to student satisfaction. Therefore, the hypothesis can be formulated based on the description mentioned above as follows:

H₂: Tuition Fee positively and significantly affects international student satisfaction.

2.4.3 The Influence of Personal Safety on International Student Satisfaction

The perception of personal safety plays a vital role in shaping international students' overall satisfaction with their academic experience abroad. A safe and secure environment allows students to focus on their educational and social integration without the burden of anxiety related to crime, violence, or general insecurity. According to Collins et al. (2023), personal safety was found to have a significantly positive effect on the satisfaction of international exchange students. Their study demonstrated that international students who perceived their university and its surrounding environment to be safe were more likely to report higher levels of contentment with their educational experience. The presence of a secure campus culture where safety is visible and prioritized serves as a foundational requirement for student well-being, which in turn enhances satisfaction.

This view is further supported by broader studies on destination choice and motivational factors for studying abroad. Mazzarol and Soutar (2002) have emphasized that safety concerns are among the primary "pull" factors influencing international students' decisions and their continued satisfaction once enrolled. A learning environment that is perceived as physically and socially secure not only attracts international students but also retains them by fulfilling a fundamental human need for safety. In addition, Pimpa (2003) has found that family decisions regarding international education are strongly influenced by the perceived safety of the host country and institution, reinforcing the notion that personal safety is intimately tied to student satisfaction. Therefore, the hypothesis can be formulated based on the description mentioned above as follows:

H₃: Personal safety positively and significantly affects international student satisfaction.

2.4.4 The Influence of Emotional Support on International Student Satisfaction

Emotional support is recognized as a central component of social support that significantly enhances international students' subjective experiences and satisfaction during their stay abroad. It includes the provision of empathy, care, trust, and companionship, which helps individuals feel valued and understood in a foreign environment (Matschke, 2022). Emotional support contributes to psychological stability and personal well-being, which are key elements in shaping a positive overall experience. Matschke (2022) found that emotional support received from host families, peers, or institutional mentors is positively related to students' well-being throughout the exchange period. The feeling of being emotionally supported enables students to cope better with stress, develop a sense of belonging, and adapt more smoothly to their new social and academic settings. This, in turn, fosters a more satisfying international education experience.

Moreover, studies have shown that the availability of emotional support reduces feelings of loneliness and cultural alienation, two prominent stressors that often hinder international students' academic satisfaction and life adjustment. Misra et al. (2003) emphasized that emotional aspects of social support such as encouragement and listening were significantly associated with lower levels of stress and more positive perceptions of the academic environment among international students in the U.S. This sense of emotional security enables students to engage more confidently with their surroundings and perceive their academic

journey as fulfilling and meaningful. Therefore, the 4th hypothesis can be formulated based on the description mentioned above as follows:

H₄: Emotional support positively and significantly affects international student satisfaction.

2.4.5 The Influence of Ethical Conduct on International Student Satisfaction

Ethical conduct plays a crucial role in shaping the experiences of international students within host institutions. As newcomers in unfamiliar academic and cultural contexts, international students rely heavily on institutional support systems such as academic advising, administrative services, and campus interactions to navigate their studies and daily lives. When these services are delivered with integrity, transparency, and fairness, they reinforce a sense of trust and respect, contributing positively to the students' overall satisfaction. Ethical behavior such as providing accurate information, treating students with respect, and avoiding discriminatory or coercive practices can enhance students' perceptions of institutional reliability. As highlighted by Mansouri et al. (2022), ethical conduct from service providers fosters trust and satisfaction among customers, which in this case can be extended to international students as service recipients. Ethical treatment reinforces students' emotional and psychological comfort, which is essential in supporting their academic success and personal adjustment abroad.

Moreover, the relationship between ethical behavior and satisfaction has been supported by various empirical findings. In Mansouri et al. (2022) study, ethical behavior was found to have a significant direct effect on satisfaction within

the service context, indicating that when individuals perceive service providers as acting ethically, their satisfaction with the service increases. Although their research was conducted in the sportswear industry, the underlying theoretical framework can be applied to the higher education sector, where students similarly evaluate their satisfaction based on the fairness, transparency, and professionalism of institutional representatives. In this context, ethical conduct is expected to reduce uncertainty, mitigate cultural barriers, and promote supportive environment factors that are particularly critical for international students. Therefore, the 5th hypothesis in this study can be formulated based on the description mentioned above as follows:

H₅: Ethical conduct positively and significantly affects international student satisfaction.

2.4.6 The Influence of Student Lecturer Attachment on International Student Satisfaction

The quality of student–lecturer attachment has been widely acknowledged as a critical factor influencing students’ overall university experience, particularly their academic and emotional satisfaction. According to Ramachandran et al. (2020), attachment relationships with lecturers play a mediating role in enhancing students' life satisfaction by fostering emotional intelligence. Students who feel emotionally connected and supported by their lecturers are more likely to demonstrate higher levels of motivation, engagement, and personal well-being within the university environment. This psychosocial bond becomes especially important for international students, who often face additional challenges such as cultural adjustment, homesickness, and language barriers. A secure and supportive

attachment to lecturers can serve as a stabilizing factor, positively influencing their academic satisfaction and overall sense of belonging.

Chepcheng et al. (2006) further support this perspective by showing that students' perceptions of positive lecturer–student relationships contribute significantly to their attitudes toward the campus environment, which is a strong component of student satisfaction. These findings are particularly relevant to international students, for whom lecturer support may compensate for the absence of familiar social networks. Therefore, the 6th hypothesis can be formulated based on the description mentioned above as follows:

***H₆:** Student Lecturer Attachment positively and significantly affects international student satisfaction.*

2.4.7 The Influence of Satisfaction on International Student Revisit Intention

Student satisfaction has been widely acknowledged as a critical determinant of behavioral intentions, including the desire to revisit a host country or educational institution. In the context of international education, satisfaction reflects the extent to which students' academic, cultural, and social expectations are fulfilled during their stay. Alegre and Cladera (2009) assert that satisfaction plays a pivotal role in shaping revisit intentions, as it represents a comprehensive judgment derived from the overall experience with the host environment. Their study on tourist behavior supports the notion that individuals who report higher levels of satisfaction are more inclined to return to the same destination. Similarly, Cho et al. (2021) emphasize that satisfaction derived from emotionally significant and memorable educational

experiences can increase the likelihood of revisiting the host country in the future. These findings indicate that satisfaction is not merely an evaluative response, but also a psychological driver of future behavioral tendencies.

Moreover, studies on international student populations consistently reveal that satisfaction is a strong predictor of revisit intention, especially when students experience meaningful engagement and personal growth during their academic tenure abroad. Jiang et al. (2020) have found that life satisfaction among international students significantly contributes to their willingness to revisit the host country, suggesting that emotional well-being and a sense of belonging are essential components of post-study behavior. Likewise, Sultana and Momen (2017) have confirmed that satisfaction with academic services, institutional reputation, and living conditions positively influences students' intention to return or recommend the destination to others. These empirical findings reinforce the theoretical foundation that satisfaction functions as a mediator between service experience and future intention. Therefore, the 7th hypothesis can be formulated based on the description mentioned above as follows:

***H₇:** Satisfaction positively and significantly affects international students revisit intention.*

2.5 Research Framework

Based on the development of the hypothesis above, the research model can be described as follows:

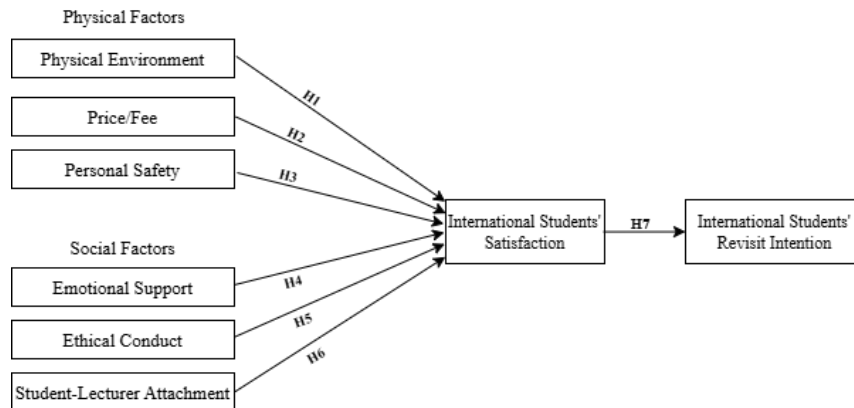


Figure 2.2
Research Framework
Source: Chelliah et al. (2019)

This research refers to the conceptual model developed by Chelliah et al. (2019), which examines the factors that influence international student satisfaction and its impact on revisit intention to the institution or country of study. This model is integrated with the Theory of Planned Behavior (Ajzen, 1991) which explains that a person's intention to perform an action is influenced by attitudes towards experience, social norms, and perceived behavioral control.

Based on Figure 2.2, six main factors are assumed to influence international student satisfaction, which in turn mediates the influence of these factors on revisit intention. Theoretically, if students have positive perceptions of these factors, then they will feel satisfied with their study experience. This satisfaction will then shape the intention to return or recommend the institution, in line with the behavioral intention principle in the TPB.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses a quantitative approach with the main objective to examine the relationship between independent variables such as physical environment, cost, personal safety, emotional support, institutional ethics, and student-faculty attachment to international student satisfaction, as well as its impact on revisit intention. This approach is in accordance with Creswell's (2009) view that quantitative research is used to test theories objectively by analyzing relationships between variables through numerical data and statistical techniques.

This research is deductive, which starts from an existing theory and is tested empirically. According to Sekaran and Bougie (2017), the deductive approach is appropriate for quantitative research because it allows researchers to develop hypotheses from theory and test them through data collection.

The method used in this research is a survey, with primary data collection using a structured questionnaire distributed online. The questionnaire instrument was developed based on previous research (Chelliah et al., 2019) and adapted to the research context. The questionnaire used a 5-point Likert scale, with student respondents who had participated in an international mobility program.

Primary data collected through questionnaires were analyzed using quantitative statistical techniques, to determine the direct and indirect effects between variables. With this approach, the research is expected to provide empirical

evidence related to student satisfaction and return intention behavior in the context of international higher education.

3.2 Population & Research Sample

The term "population" defined by Willie (2024) refers to a large group of individuals who share similar characteristics within a specific context. This group serves as the foundation for any research endeavor, providing a basic understanding of the demographic or institutional environment that researchers aim to study. In other words, population is the total number of individuals or elements that are the focus of measurement or analysis, both qualitatively and quantitatively, and have certain characteristics to be studied or understood. The researchers intended to study the population of all Indonesian students who have participated in international student mobility programs. Because this population is geographically dispersed and difficult to reach as a whole, this research uses a non-probability sampling approach.

A sample is the selection of a subset of the population of interest in a research study. This is necessary because, in most research endeavors, it is impractical to involve the entire population. Instead, researchers rely on a smaller group for data collection, which allows for faster and more cost-effective data gathering (Turner, 2020). This concept highlights the importance of samples in research, enabling researchers to draw pertinent conclusions about the larger population without collecting data from all individuals within that population.

The sampling technique used is purposive sampling, which is the determination of samples based on specific characteristics relevant to the research objectives (Sekaran & Bougie, 2017). The sample criteria set includes:

1. The respondents should be at least 17 years old
2. The respondents have participated in the International Student Mobility program from 2021 to 2025.

The selection of respondents aged at least 17 years is based on the consideration that this age generally marks the beginning of adulthood, in which individuals are eligible to be categorized as university students. This ensures that the participants have the cognitive and experiential capacity to provide informed and reflective responses regarding their academic experiences. Furthermore, limiting participation to those who have joined the International Student Mobility program within the last five years (2021–2025) is intended to capture more recent and relevant experiences. This time frame helps ensure that the findings reflect the current conditions of the program, thereby increasing the accuracy and validity of the research results.

According to Hair et al. (2010), the minimum sample size recommended in SEM analysis is five to ten times the number of indicators of the variable being measured. The total number of indicators of questionnaire indicators in this study is around 40, so the ideal sample size for this study is between 200 and 400 respondents.

3.3 Operational Definition & Measurement of Variables

According to Creswell (2009), variables are attributes or characteristics measured by researchers in a study, which can change or have different values in each individual or unit of analysis. In this study there are 8 variables, namely Physical Environment, Price/fee, Personal Safety, Emotional Support, Ethical Conduct, Student-Lecturer Attachment, International Students Satisfaction and International Students Revisit Intention. The explanation of the operational definition of each variable will be explained in the following subsections and described in detail into indicators and measurement dimensions in tabular form:

3.3.1 Physical Environment on International Student Satisfaction

The variable physical environment in this study is defined as students' perception of the quality and functionality of tangible university facilities that directly influence their satisfaction during the academic exchange period. This includes aspects such as facility cleanliness, aesthetic appeal, layout accessibility, and functional utility, which have been shown to significantly impact users' emotional responses and overall satisfaction (Ryu & Han, 2010; Ma et al., 2022). In the context of international higher education, the physical environment is not only a matter of comfort but also contributes to the sense of safety, academic engagement, and institutional credibility as perceived by international students (Costa & Steffgen, 2020). It is consistent with Bitner's (1992) *servicescape* framework, that the physical environment serves as a silent communicator that shapes students' cognitive and affective evaluations of the host institution. Therefore, this

variable is operationalized as a multidimensional construct reflecting the subjective evaluation of the built university environment as experienced by international students.

To measure the physical environment variable, this study adapts and modifies indicators developed by Chelliah et al. (2019) and Ma et al. (2022), ensuring contextual relevance and empirical validity. Chelliah et al. proposed physical environment indicators within the educational setting focusing on campus infrastructure and spatial arrangement, while Ma et al. emphasized facility aesthetics, layout accessibility, cleanliness, and functionality in institutional environments. Accordingly, the indicators used in this research include with Table 3.1 below:

Table 3.1
Measurement Items Physical Environment

No	Code	Measurement Items	Source
1.	PE1	The host university has key facilities such as classrooms, libraries, laboratories, and an appropriate website.	(Foskett et al., 2006; Padlee et al., 2010; Kusumawati et al., 2010)
2.	PE2	The host university has supporting facilities such as co-working spaces, cafeterias, and appropriate multipurpose rooms.	(Foskett et al., 2006; Padlee et al., 2010; Kusumawati et al., 2010)
3.	PE3	The host university provides comfortable accommodation facilities for students.	(Foskett et al., 2006; Padlee et al., 2010; Kusumawati et al., 2010)
4.	PE4	Various student needs are available around the host university area.	(Foskett et al., 2006; Padlee et al.,

			2010; Kusumawati et al., 2010)
5.	PE5	The university area provides a comfortable place for students.	(Ma et al., 2022)
6.	PE6	In general, the university map makes it easier for students to carry out their activities.	(Ma et al., 2022)
7.	PE7	All facilities at the host university are in good condition and clean.	(Ma et al., 2022)

3.3.2 Tuition Fee on International Student Satisfaction

In this study, tuition fee is operationally defined as students' perceived evaluation of the fairness, affordability, and appropriateness of the cost charged by the host university in relation to the educational services received. Price, as one of the core elements of the marketing mix, is not merely a nominal figure but a representation of the value and quality perceived by the service user (Kotler et al., 2022). Several studies emphasize that when students perceive tuition fees as reasonable and aligned with academic benefits, their level of satisfaction increases (Bahri, 2020; Ariska, 2019). This aligns with the findings of Mattila and O'Neill (2003), who asserted that pricing acts as a significant extrinsic cue influencing satisfaction judgments, especially in service-based industries.

Conversely, research by Alves et al. (2022) and Nurlia (2019) reported no significant influence of tuition fee on satisfaction, suggesting that perceptions may vary based on socioeconomic context or institutional characteristics. Nevertheless, fee remains a relevant construct in assessing the rational and emotional evaluation of educational investment by students. To measure the fee variable, this study adapts and modifies indicators

developed by Chelliah et al. (2019). Accordingly, the indicators used in this research are included in Table 3.2 below:

Table 3.2
Measurement Items Price/Fee

No	Code	Measurement Items	Source
8.	FE1	Tuition fees at the host university are affordable with personal funds/scholarships.	Mazzarol and Soutar (2002) and Foskett et al. (2006)
9.	FE2	The price of food around the university is affordable for students.	Mazzarol and Soutar (2002) and Foskett et al. (2006)
10.	FE3	Affordable accommodation facilities at the host university for students	Mazzarol and Soutar (2002) and Foskett et al. (2006)

3.3.3 Personal Safety on International Student Satisfaction

A In this study, personal safety is operationally defined as the extent to which international students perceive their physical and psychological security within the university and its surrounding environment. Collins et al. (2023) highlighted that international students' satisfaction is significantly influenced by their perceptions of campus safety, including its infrastructure, neighborhood conditions, and general atmosphere. Similarly, Cheng et al. (2022) have introduced the concept of safety climate, which comprises tourists' shared perceptions regarding safety rules, emergency preparedness, safety communication, and managerial commitment. Although originally applied in a tourism context, these components are relevant for assessing students' perceptions of safety in higher education environments.

To measure the personal safety variable, this study adapts and modifies indicators developed by Chelliah et al. (2019), Cheng et al. (2022), and Ma et al. (2022), to ensure conceptual accuracy and contextual relevance. Chelliah et al. incorporated safety-related perceptions into student satisfaction frameworks, emphasizing the role of institutional support and healthy environments. Cheng et al. (2022) introduced the concept of recreation safety climate, highlighting dimensions such as safety regulations, emergency preparedness, and managerial commitment, while Ma et al. (2022) reinforced the importance of perceived safety as influenced by cleanliness, spatial accessibility, and institutional responsiveness. Based on these frameworks, the personal safety indicators in this study assess students' personal safety, as outlined in Table 3.3 below:

Table 3.3
Measurement Items Personal Safety

No	Code	Measurement Items	Source
11.	PS1	The host university aims to maintain a safe environment for the entire academic community.	Arambewela (2003)
12.	PS2	Health issues among students are addressed quickly and appropriately by the host university.	Arambewela (2003)
13.	PS3	The emergency facilities at the host university meet safety standards, which makes me feel safe.	(Cheng et al., 2022)
14.	PS4	The host university always conducts activities in accordance with safety procedures.	(Cheng et al., 2022)
15.	PS5	I often see information related to evacuation procedures at my host university.	(Cheng et al., 2022)
16.	PS6	All facilities in the host university area are safe for student activities.	(Ma et al., 2022)

17.	PS7	I felt safe in the host university area during the program.	(Ma et al., 2022)
18.	PS8	I did not feel anxious when I was at the host university during the international mobility program.	(Ma et al., 2022)

3.3.4 Emotional Support on International Student Satisfaction

In this study, emotional support is operationally defined as the perceived availability and experience of care, empathy, trust, and encouragement provided to international students by individuals within their academic or social environment. This includes having someone to talk to during stressful times, feeling reassured and emotionally understood, and receiving comfort in moments of loneliness or homesickness. Matschke (2022) has emphasized that emotional support plays a crucial role in reducing acculturative stress and enhancing international students' psychological well-being. When students feel emotionally supported, they are more likely to adapt successfully, feel satisfied with their academic experience, and establish a sense of belonging in their host culture. Similarly, Misra et al. (2003) have highlighted that emotional elements of social support are significantly associated with lower stress responses and more positive evaluations of academic and social environments among international students in the United States.

To measure the personal safety variable, this study adapts and modifies indicators developed by Chelliah et al. (2019) who developed indicators based on the perception of care, attention, and emotional responsiveness from staff universities, as outlined in Table 3.4 below:

Table 3.4
Measurement Items Emotional Support

No	Code	Measurement Items	Source
19.	ES1	Staff at the host university are willing to listen to the problems faced by students.	Foskett et al., 2006; Veerasoontorn and Beise-Zee, 2010; Guiry et al., 2013
20.	ES2	Staff at the host university are willing to assist students as needed.	Foskett et al., 2006; Veerasoontorn and Beise-Zee, 2010; Guiry et al., 2013
21.	ES3	The staff at the host university performed their duties in a friendly manner.	Foskett et al., 2006; Veerasoontorn and Beise-Zee, 2010; Guiry et al., 2013
22.	ES4	Staff at the host university are willing to help students feel more comfortable.	Foskett et al., 2006; Veerasoontorn and Beise-Zee, 2010; Guiry et al., 2013
23.	ES5	The staff at the host university treat students well, making me feel comfortable and reducing stress levels.	Foskett et al., 2006; Veerasoontorn and Beise-Zee, 2010; Guiry et al., 2013
24.	ES6	The staff at the destination university provided a sense of reassurance, so I didn't feel too worried.	Foskett et al., 2006; Veerasoontorn and Beise-Zee, 2010; Guiry et al., 2013

3.3.5 Ethical Conduct on International Student Satisfaction

In this study, ethical conduct is operationally defined as the perceived behaviour of institutions' staff who demonstrate integrity, honesty, and fairness in their interactions with international students. Ethical conduct involves avoiding misleading information, respecting students' rights and needs, and ensuring transparency in academic and administrative processes. According to Mansouri et al. (2022), ethical behavior in service interactions includes not exaggerating benefits, not applying pressure to

accept unsuitable options, and avoiding dishonest or manipulative tactics. For international students, these ethical practices are vital for building trust and reducing uncertainty in unfamiliar educational environments. Ethical conduct also reflects the moral values upheld by the institution and can significantly influence students' satisfaction with their academic experience abroad.

To measure ethical conduct, this study adopts and adapts questionnaire items from Chelliah et al. (2019), which align with indicators developed by Mansouri et al. (2022) in the context of service ethics as outlined in Table 3.5 below. The measurement will focus on students' perceptions of how fairly, honestly, and professionally they are treated in academic and non-academic interactions.

Table 3.5
Measurement Items Ethical Conduct

No	Code	Measurement Items	Source
25.	EC1	The host university aims to maintain the confidentiality of students' personal information.	Morgan and Korschgen (2001)
26.	EC2	Students receive services in accordance with the fees paid to the host university.	Morgan and Korschgen (2001)
27.	EC3	The host university aims to provide services that meet students' expectations.	Morgan and Korschgen (2001)
28.	EC4	The lecturer at the host university explains transparency of grades to students.	Morgan and Korschgen (2001)

3.3.6 Student-Lecturer Attachment on International Student Satisfaction

A Student–lecturer attachment is operationally defined as the degree of emotional bonding and positive perception students have toward their lecturers, characterized by a sense of closeness, trust, comfort in interaction, and the belief that lecturers genuinely care about their academic and personal well-being. This attachment plays a pivotal role in shaping a supportive academic environment, enhancing motivation to learn, and facilitating both academic and social integration particularly among international students who face cultural adaptation challenges. Ramachandran et al. (2020) have emphasized that attachment to lecturers significantly mediates the relationship between emotional intelligence and students' life satisfaction. Furthermore, Chepchieng et al. (2006) found that students who perceive a positive and supportive relationship with lecturers tend to show more favourable attitudes toward the campus environment, which contributes to greater satisfaction with their overall university experience.

To measure the student–lecturer attachment variable in this study, a structured questionnaire was developed and adapted from Chelliah et al. (2019) as outlined in Table 3.6 below:

Table 3.6
Measurement Items Student-Lecturer Attachment

No	Code	Measurement Items	Source
29.	SLA1	I am satisfied with the teaching methods used by lecturers at the host university.	Hassan and Sheriff (2006)
30.	SLA2	I find it easy to understand when taught by the same lecturer at my host university.	Hassan and Sheriff (2006)
31.	SLA3	I feel that the lecturers at the host university are credible lecturers.	Hassan and Sheriff (2006)

3.3.7 Satisfaction of International Student

According to Chelliah et al. (2019), student satisfaction is operationally defined as the international students' overall evaluative judgment regarding the extent to which their academic, social, and living expectations have been fulfilled during their stay in the host institution. Satisfaction reflects both cognitive and emotional responses to the quality of educational services, institutional support, and intercultural experiences encountered abroad. Oliver (2010) defines satisfaction as a fulfillment response resulting from a consumption experience, where individuals assess whether the perceived performance of a service meets or exceeds their expectations. Within the context of international higher education, satisfaction is not only associated with academic quality but also with broader aspects such as institutional reputation, campus infrastructure, accommodation quality, and the availability of support services (Sultana & Momen, 2017; Jiang et al., 2020). Furthermore, Cho et al. (2021) emphasize that satisfaction may arise from emotionally meaningful experiences, which

influence students' sense of belonging and overall well-being throughout their study abroad program.

To measure the satisfaction variable in this study, a structured questionnaire was developed and adapted from Cheliliah et al. (2019) and Ma et al. (2022) as outlined in Table 3.7 below:

Table 3.7
Measurement Items Satisfaction

No	Code	Measurement Items	Source
32.	SAT1	Based on my overall experience, I feel that choosing this university was the right decision.	(Kusumawati et al., 2010; Hassan and Sheriff, 2006; Morgan and Korschgen, 2001)
33.	SAT2	I am pleased with the education provided by the lecturers at the host university.	(Kusumawati et al., 2010; Hassan and Sheriff, 2006; Morgan and Korschgen, 2001)
34.	SAT3	In general, I am satisfied with the facilities at my host university.	(Kusumawati et al., 2010; Hassan and Sheriff, 2006; Morgan and Korschgen, 2001)
35.	SAT4	Overall, I am satisfied with my mobility experience at the host university.	(Ma et al., 2022)
36.	SAT5	Overall, I enjoyed spending a pleasant time at my destination university.	(Ma et al., 2022)

3.3.8 Student Revisit Intention on International Students

According to Chelliah et al. (2019), international student revisit intention is operationally defined as the deliberate and conscious willingness of international students to return to the host country or institution after completing their academic program. This intention

encompasses a variety of potential behaviors, including returning for further study, tourism, professional opportunities, or maintaining ties with the host institution and community. Alegre and Cladera (2009) conceptualize revisit intention as a behavioral tendency shaped by previous experiences, where favorable perceptions increase the likelihood of returning. Within the international education context, revisit intention not only signals future behaviour but also reflects emotional attachment, loyalty, and the perceived value of the study-abroad experience (Cho et al., 2021). It captures both cognitive planning and affective commitment to the host environment beyond the duration of formal studies.

To measure the satisfaction variable in this study, a structured questionnaire was developed and adapted from Chelliah et al. (2019) as outlined in Table 3.8 below:

Table 3.8
Measurement Items Student Revisit Intention

No	Code	Measurement Items	Source
37.	SRI1	If I continue my education, I would like to continue my studies at the same university.	Huang and Hsu (2009)
38.	SRI2	I want to return to the same university in the next few years.	Huang and Hsu (2009)
39.	SRI3	The host university will be my first choice when I need further education.	Huang and Hsu (2009)
40.	SRI4	I am happy to pursue my education at the university of my choice based on my previous experience.	Huang and Hsu (2009)

3.4 Types and Data Collection Method

The type of data used in this study is primary data, which is data collected directly from respondents through instruments prepared. According to Creswell (2009), primary data in quantitative research is usually collected through surveys using questionnaires or standardized test instruments, which allow researchers to obtain numerical data for statistical analysis.

In this study, the data collection technique was carried out through the distribution of an online-based closed questionnaire (online questionnaire) which was prepared using a Likert scale. The questionnaire is a series of questions that have been previously designed to measure respondents' perceptions, attitudes, and assessments of the variables under study (Sekaran & Bougie, 2017). The questionnaire was prepared in Google Form format and disseminated using social media and relation to reach a wider range of target respondents.

The types of questions used in the questionnaire are closed questions, where respondents are asked to choose one of the answers from the options provided. Sekaran and Bougie (2017) emphasize that closed questions allow researchers to direct respondents to answers that are structured and easy to process statistically.

3.5 Instrument Feasibility Testing

Conducting a feasibility test on research instruments is a vital step to evaluate the validity and reliability of the questionnaire used in measuring study variables. Validity refers to the extent to which the instrument accurately captures the intended constructs, while reliability reflects the consistency of the instrument

in measuring the same concepts across various conditions. Therefore, this testing phase is essential to ensure the accuracy and dependability of the data gathered for subsequent analysis. By confirming both validity and reliability, the research gains a strong foundation that supports the generation of accurate and insightful findings.

Responses to the questionnaire questions were measured using a 5-point Likert scale, and this scale is commonly used to determine the degree of agreement or disagreement of respondents to the given statement. This scale has the following ranges in Table 3.9:

Table 3.9
Likert Scale

Score	Description
1	Strongly Disagree (SD)
2	Disagree (D)
3	Neutral (N)
4	Agree (A)
5	Strongly Agree (SA)

Source: *Creswell (2009); Sekaran & Bougie (2017)*

3.6 Data Analysis Techniques and Hypothesis Testing

This study applies data analysis techniques consisting of descriptive analysis and statistical analysis. The steps of data analysis in this study are as follows:

3.6.1 Descriptive Analysis

Descriptive analysis is a method used to describe data characteristics systematically and in detail. In this study, descriptive analysis was applied to describe the characteristics of respondents and identify each construct analyzed.

The main objective was to provide an overview of the characteristics of respondents and to explain the results of the analysis of the items in each indicator statement for each variable based on the responses obtained through the survey.

3.6.1.1 Respondent Characteristics

The characteristics of respondents analyzed include aspects such as gender, age, international mobility program participated in, funding scheme, home university, host university, host country, year of implementation, duration of mobility, level of education, experience, and duration of visits abroad before participating in international mobility.

3.6.1.2 Descriptive Scale Variables

This study conducts an analysis of each research variable indicator item, including physical environment, fees, personal safety, emotional support, ethical conduct, student-lecturer attachment, satisfaction, and revisit intention, in order to gain an in-depth understanding of the responses given to each construct. The assessment criteria for each respondent's answer choice were calculated using the following formula:

$$\begin{aligned} \text{Interval} &= \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Alternative Answer}} \\ &= \frac{5-1}{5} = 0,8 \end{aligned}$$

Based on the above calculations, the following criteria for respondents were produced in Table 3.10:

Table 3.10
Descriptive Scale Assessment Range Variable

Interval	Category
----------	----------

1,00 – 1,79	Strongly Disagree
1,80 – 2,59	Disagree
2,60 – 3,39	Neutral
3,40 – 4,19	Agree
4,20 – 5,00	Strongly Agree

3.6.2 Statistics Analysis

This study applies statistical analysis techniques using the Partial Least Square-Structural Equation Modeling (PLS-SEM) approach, and was processed using SmartPLS 4 software. The PLS-SEM method was employed to test hypotheses by evaluating the influence of the relationships between variables in the research model. Structural Equation Modeling (SEM) is a statistical analysis method used to analyze and understand complex relationships between various variables simultaneously through model visualization and validation (Hair et al., 2022). One approach in SEM is PLS-SEM, which focuses on variance-based analysis to evaluate the relationship between latent variables and indicator variables. This aims to explain and validate the relationships between latent variables and indicator variables through various measures (Hair et al., 2022). PLS-SEM measurement includes evaluating reliability, validity, and the error rate associated with latent variables. This model testing consists of two main components, namely: (1) the measurement model (outer model), which describes the relationship between latent variables and their indicator variables, and (2) the structural model (inner model), which describes the relationship between latent variables in the research model (Hair et al., 2022).

The model in PLS-SEM plays a role in analyzing the relationship between constructs that act as latent variables and indicators that function as manifest variables that represent them. Latent variables are abstract variables that are the focus of research but cannot be observed directly, while indicator variables are observed variables that can be measured directly by researchers (Creswell, 2009). Meanwhile, indicators that function as manifest variables are variables measured through surveys with questionnaire items representing each construct. Theory testing in PLS SEM is conducted in two stages, which will be explained below:

3.6.2.1 Outer Model Estimation

Measurement model testing is the first step in PLS SEM analysis, which aims to ensure that the research instruments used are valid and reliable. This stage focuses on evaluating the indicators (items) used to measure each construct (latent variable) so that they correspond to the intended concept, thereby ensuring that the data produced are more accurate and relevant, thereby improving the quality of the research. Measurement model testing includes reliability and validity tests.

3.6.2.1.1 Validity Test

In measuring the validity test, SmartPLS uses two validity test models, namely the discriminant validity test and the convergent validity test. Items are declared valid if the score obtained meets the specified score discriminantly and convergently. Further explanation regarding the discriminant validity test and convergent validity test is as follows.

a. Convergent Validity Test

Convergent validity is the extent to which a concept measured in a certain way has a strong relationship with other measurements derived from the same concept but using different methods (Hair et al., 2022). Each construct was tested for convergent validity by considering the factor loading value for each indicator and the average variance extracted (AVE). Outerloading has a standard score > 0.60 (Hair et al. 2010). Meanwhile, AVE has a standard score of > 0.50 (Hair et al. 2010). If the score obtained in the study is in accordance with the specified score standard, the items are declared convergently valid. This means that the questionnaire items are grouped according to the variable group.

b. Discriminant Validity Test

Discriminant validity is the opposite of convergent validity, which means that indicators within a single concept are closely related, but do not have a strong relationship with other, different concepts (Neuman, 2011). How to measure it using the square root average variance extracted (AVE) parameter, the standard score uses Fornell-Lacker's (1975) criteria, namely the diagonal correlation score (among variables) square root AVE must be greater than the score below (between variables). The determinant validity test can also be measured using the HTMT parameter with a standard score of $< 0.85 - 0.90$. If the research results are in accordance with the specified standards, it means that the questionnaire items are different from other variable groups.

3.6.2.1.2 Reliability Test

Reliability testing is an indicator of the stability of results obtained from repeated measurements under the same conditions using the same measuring instrument (Creswell, 2009). For example, when the same measurement is performed repeatedly, a more reliable measuring instrument will produce a higher level of consistency compared to a less reliable measuring instrument (Hair et al., 2022). Reliability testing is conducted to assess the internal consistency of an instrument. This consistency can be measured using Cronbach's Alpha and composite reliability (Hair et al., 2022).

Cronbach's Alpha measures reliability on a scale of 0 to 1, with values between 0.60 and 0.70 considered the lower limit of acceptability (Hair et al., 2014). Therefore, the reliability test criteria in this study use Cronbach's $\alpha \geq 0.60$ and a composite reliability (CR) value of at least 0.6 to be categorized as reliable. The higher the value, the more reliable it is (Hair et al., 2022). Based on this, this study sets a minimum reliability value of 0.6 when using the composite reliability method.

The explanation of the measurement model above can be summarized in Table 3.11 below:

Table 3.11
Measurement Model (Outer Model)

Parameter			Standard
		<i>Square Root AVE</i>	Fornell-Lacker's Criterion

Validity	Discriminant	HTMT	$\leq 0.85 - 0.90$
	Convergent	Outer Loading	≥ 0.60
		AVE	> 0.50
Reliability		Cronbach's Alpha (CA)	> 0.60
		Composite Reliability (CR)	> 0.60

3.6.2.2 Inner Model Estimation (Structural Model)

Once the construct has been proven valid and reliable, the next step is to test the structural model. In the inner model, model fit is measured using the multicollinearity test (VIF), path significance (t-value and p-value), and Predictive capabilities (R-Square and Q-Square). The model estimation was carried out with SmartPLS using the PLS Bootstrapping method.

3.6.2.2.1 Multicollinearity Test

The multicollinearity test is conducted to test whether there is a high correlation between items in the model. A high correlation between items in the model is highly undesirable. Hair et al. (2014) state that the multicollinearity test is tested using the variance inflation factor (VIF). Good multicollinearity test results are results that have a VIF score ≥ 0.50 . If the score obtained is less than 0.50, it means that there is a high correlation between items in the research model.

3.6.2.2.2 Path Coefficient (Path Analysis)

Path Coefficient is a tool used to measure the extent to which one variable influences another variable, which can be analyzed through its

significance level in relation to the hypothesis results. In SmartPLS, the path coefficient test is calculated using bootstrapping techniques and measured by t-value and p-value. Hypothesis testing is an important step in statistical analysis because it helps researchers determine whether there is sufficient evidence to support or reject the proposed hypothesis. Hypothesis testing is conducted to determine the direction of the relationship between independent and dependent variables. Research hypotheses are evaluated by analyzing P-values and T-statistics. A hypothesis is considered significant if it has a t-value score > 1.96 and p-value < 0.05 . The path coefficient test can indicate the direction of influence, whether positive or negative, of the hypothesis. Positive values indicate a direct relationship, where an increase in one variable will result in an increase in another variable, while negative values indicate an inverse relationship, where an increase in one variable is associated with a decrease in another variable. The use of path coefficients in structural model analysis helps researchers understand the strength and direction of relationships between variables in a study, as well as identify which variables have a greater influence on the desired outcome.

3.6.2.2.3 Coefficient Determination (R^2)

R^2 is a statistical measure used to determine the predictive power of the structural model for each dependent variable (endogenous). It indicates the percentage of the variance in the dependent variable that is explained by the independent variable (exogenous). A strong model is indicated by an R^2 value of 0.75 (75%), a moderate model by an R^2 value of 0.50 (50%), and a

weak model by an R^2 value of 0.25 (25%) (Hair et al., 2014). Table 3.12 below shows these values:

Table 3.12
Standard Score R-Square

Standard Score	Model
0.75	Strong
0.50	Moderate
0.25	Weak

Table 3.12 shows that a strong R^2 score (0.51-0.75) indicates a strong influence of the independent variables (exogenous) on the dependent variable (endogenous) in the study. A moderate R^2 score (0.26-0.50) suggests a moderate influence of the independent variable (exogenous) in predicting the dependent variable (endogenous). This indicates that there may be other unknown variables that can impact the dependent variable (endogenous). A low R^2 score of 0-0.25 suggests that the independent variable (exogenous) has a weak influence on predicting the dependent variable (endogenous).

3.6.2.2.4 Q Square (Q^2)

Additionally, Q square (Q^2) refers to examining the R^2 score results, the PLS-SEM model can also be evaluated by considering Q^2 . The test criteria require a Q^2 score greater than 0. A Q^2 score greater than 0 indicates that the model has predictive relevance, while a Q^2 score less than 0 indicates that the model lacks predictive relevance as shown in Table 3.13.

Assuming a distribution-free data set, the structural model using the Partial Least Square (PLS) predictive approach was evaluated based on R-square for dependent variables and Q-square to test predictive relevance (Hair et al., 2014).

Table 3.13
Standard Score Q-Square

Standard Score	Model
>0	Predictive Relevance
<0	Lacks Predictive Relevance

3.7 Pilot test

A Pilot test is a validity and reliability test conducted before the questionnaire is distributed to the sample population. The aim is to find out whether each questionnaire instrument item is declared valid and reliable so that it is feasible to test in research. After the data were collected, validity and reliability analyses were performed using SPSS software.

This test involved 32 respondents who met the research criteria. This pilot test validity test uses the Pearson product-moment method for questionnaire data using the 22nd version of IBM SPSS software. The Pearson product moment validity test uses the principle of correlating the question items in the questionnaire with the total score of the answers from the respondents. Decision-making in the Pearson validity test can be detected through two things:

1. Comparing the value of RValue with RTable:
 - a. If the value of $RValue > RTable$ = Valid
 - b. If the value of $RValue < RTable$ = Invalid

The way to find the Rtable value is to see the number of samples used at a significance of 5% or 0.05. The statistical R-Table value can be seen in Table 3.14 below:

Table 3.14
R-Table Value

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.060	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	50	0.281	0.364			

Source: Secondary Data 2024

2. Seeing the Significance value (Sig.), with the following conditions;

a. If the Significance value < 0.05 = valid

b. If the Significance value > 0.05 = invalid

3.7.1 Validity Test

The validity test is used to measure how valid a question item or questionnaire is in research (Creswell, 2009). This study used the Confirmatory Factor Analysis (CFA) validity test, which is an analysis used to test the multidimensionality of a theoretical construct. A research instrument can be said to be valid if the R-Calculate value is greater than R-Table $> 0,349$.

The following are the results obtained from testing the quality of the instrument using the validity test can be seen in Table 3.15 below:

Table 3.15
Pearson Product Moment Validity Test Results

Variable	Indicator	Item-Total Correlation	R-Table 5%	Result
Physical Environment	PE1	0,482	0,349	Valid
	PE2	0,253	0,349	Not Valid
	PE3	0,639	0,349	Valid
	PE4	0,688	0,349	Valid
	PE5	0,674	0,349	Valid
	PE6	0,514	0,349	Valid
	PE7	0,487	0,349	Valid
Fee/Price	FE1	0,804	0,349	Valid
	FE2	0,751	0,349	Valid

Variable	Indicator	Item-Total Correlation	R-Table 5%	Result
Personal Safety	FE3	0,805	0,349	Valid
	PS1	0,377	0,349	Valid
	PS2	0,446	0,349	Valid
	PS3	0,650	0,349	Valid
	PS4	0,696	0,349	Valid
	PS5	0,733	0,349	Valid
	PS6	0,710	0,349	Valid
	PS7	0,538	0,349	Valid
Emotional Support	PS8	0,404	0,349	Valid
	ES1	0,805	0,349	Valid
	ES2	0,823	0,349	Valid
	ES3	0,717	0,349	Valid
	ES4	0,629	0,349	Valid
	ES5	0,688	0,349	Valid
Ethical Conduct	ES6	0,610	0,349	Valid
	EC1	0,486	0,349	Valid
	EC2	0,735	0,349	Valid
	EC3	0,724	0,349	Valid
Student Lecturer Attachment	EC4	0,821	0,349	Valid
	SLA1	0,789	0,349	Valid
	SLA2	0,805	0,349	Valid
International Student Satisfaction	SLA3	0,765	0,349	Valid
	SAT1	0,669	0,349	Valid
	SAT2	0,779	0,349	Valid
	SAT3	0,851	0,349	Valid
	SAT4	0,792	0,349	Valid
	SAT5	0,733	0,349	Valid

Variable	Indicator	Item-Total Correlation	R-Table 5%	Result
International Student Revisit Intention	SRI1	0,932	0,349	Valid
	SRI2	0,929	0,349	Valid
	SRI3	0,917	0,349	Valid
	SRI4	0,879	0,349	Valid

Source: Data Processed SPSS (2025)

Based on Table 3.15, the results of validity testing on the pilot test with 32 respondents, all statement items have an R-Table value >0.349 except item PE2 (Physical Environment).

3.7.2 Reliability Test

A reliability test is a measurement that shows the consistency or stability of measurement results over time (Creswell, 2009). The reliability test used is Construct Reliability (CR). A research instrument can be said to be reliable if the Construct Reliability value is >0.6 (Ghazali, 2017). Based on the results obtained from testing the quality of the instrument with the reliability test with SPSS, it can be seen in Table 3.11 below:

Table 3.16
Reliability Test Result

Variable	Cronbach's Alpha	Standard Cronbach Alpha	Result
Physical Environment	0,586	0,6	Not Reliable
Fee/Price	0,685	0,6	Reliable
Personal Safety	0,682	0,6	Reliable

Variable	Cronbach's Alpha	Standard Cronbach Alpha	Result
Emotional Support	0,809	0,6	Reliable
Ethical Conduct	0,643	0,6	Reliable
Student Lecturer Attachment	0,691	0,6	Reliable
Student Satisfaction	0,803	0,6	Reliable
Student Revisit Intention	0,935	0,6	Reliable

Source: Data Processed SPSS (2025)

Based on Table 3.16, all question indicators obtained a Cronbach's alpha score exceeding 0.6 except for physical environment. This indicates that all questions in this study have a good level of internal consistency and can be considered reliable.

According to Hair et.al (2010) a large sample size can increase the validity and reliability of the analysis, especially in the context of factor analysis and instrument testing, so that the more or higher the number of respondents can increase the validity of the item.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

This chapter will discuss the results of research on satisfaction influenced by physical and social factors that affect students' interest in revisiting academic destinations they have visited. The research data was obtained through a questionnaire based on predetermined indicators and distributed online using Google Forms. This study used 202 respondents, consisting of various International Mobility programs in Indonesia in 2021-2025. The data analysis used was descriptive analysis of respondent characteristics and SEM analysis using SMART PLS 4 software.

4.1 Respondent Characteristic

The characteristics of respondents in this study were grouped based on gender, age, international mobility program participated in, funding scheme, university of origin, host university, host country, year of program participation, program duration, education level, and overseas living experience, as described below:

Table 4.1
Respondent Profile Summary

Respondents' Profile		Frequency	Percentage
Gender	Male	69	34,2
	Female	133	65,8
Age	19	1	0,5
	20	8	4
	21	61	30,2
	22	85	42,1
	23	27	13,4
	>23	20	9,9
Program	IISMA	75	37,1
	IISMA Co-Funding	15	7,4

Respondents' Profile		Frequency	Percentage
Funding	IISMA Entrepreneurship	52	25,7
	IISMA Vocational	12	5,9
	Others	11	5,4
	University Partners	37	18,3
	Self Funded	14	6,9
	Co-funded	41	20,3
	Full Funded	147	72,8
Home University	Universitas Airlangga	14	6,9
	Universitas Diponegoro	9	4,5
	Universitas Gadjah Mada	19	9,4
	Universitas Indonesia	18	8,9
	Universitas Islam Indonesia	53	26,2
Host University	Others	89	44,1
	Anadolu University	6	3
	Chulalongkorn University	5	2,5
	Curtin University	15	7,4
	Frankfurt School of Finance and Management	8	4
	Hanyang University	5	2,5
	Mahidol University	6	3
	Solbridge International School	5	2,5
	Universiti Kebangsaan Malaysia	14	6,9
	University of Adelaide	12	5,9
	University of Melbourne	38	18,8
	Vytautas Magnus University	5	2,5
	Others	83	41,1
Destination Country	United State	8	4
	Australia	70	34,7
	Netherland	5	2,5
	United Kingdom	10	5
	Germany	11	5,4
	South Korea	15	7,4
	Malaysia	20	9,9
	Taiwan	6	3
	Thailand	16	7,9
	Turkey	8	4
	Others	33	16,3
Year	2021	9	4,5
	2022	15	7,4
	2023	47	23,3

Respondents' Profile		Frequency	Percentage
Program Duration	2024	128	63,4
	2025	3	1,5
	< 1 month	15	7,4
	1-3 months	62	30,7
	3-6 months	115	56,9
	> 6 months	10	5
Degree Level	Bachelor	182	90,1
	Master	5	2,5
	Vocation	15	7,4
International Experience	Never	116	57,4
	Temporary visit	12	5,9
	Long stay	74	36,7
Experience Duration	Never	116	57,4
	< 1 week	21	10,4
	1-2 weeks	28	13,9
	2 weeks - 1 month	18	8,9
	1-3 months	8	4,0
	> 3 months	11	5,4

Source: Primary Data Processed, 2025

Table 4.1 outlines the demographic profile of the 202 respondents involved in this study. The sample was predominantly female (65.8%), with males making up to (34.2%). Most participants were 21 years old (30.2%) and 22 (42.1%), suggesting that the majority were senior undergraduate students. Academically, most respondents were enrolled in bachelor's programs (90.1%), with smaller proportions in vocational (7.4%) and master's (2.5%) programs.

Regarding the type of mobility program, the largest group took part in the IISMA scheme (37.1%), followed by IISMA Entrepreneurship (25.7%) and university partnership programs (18.3%). The majority of students received full funding (72.8%), while others were either co-funded (20.3%) or self-funded (6.9%). All respondents were from Indonesian universities, with Universitas Islam Indonesia being the most represented (26.2%), followed by Universitas Gadjah

Mada (9.4%) and Universitas Indonesia (8.9%). A significant portion (44.1%) came from various other institutions nationwide, indicating a broad and nationally representative sample.

Students were distributed across various international host institutions, with the University of Melbourne being the most common (18.8%), followed by Curtin University (7.4%) and Universiti Kebangsaan Malaysia (6.9%). In terms of host countries, Australia was the top destination (34.7%), followed by Malaysia (9.9%) and Thailand (7.9%). Most students participated in programs lasting 3–6 months (56.9%) and joined the mobility program in 2024 (63.4%). While 57.4% had no previous international experience, 42.6% had prior exposure abroad, reflecting a diverse group in terms of global mobility background.

4.2 Descriptive Analysis Research Variable

Descriptive analysis of research variables was conducted by calculating the average score given by respondents for each item. Variables analyzed in this study included physical environment, fees, personal safety, emotional support, ethical conduct, student-lecturer attachment, satisfaction, and revisit intention. Respondents' answers were categorized based on an interval scale as shown in the following formula:

$$\begin{aligned} \text{Interval Scale} &= \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Alternative Answers}} \\ &= \frac{5-1}{5} = 0,8 \end{aligned}$$

Based on the above calculations, the following criteria for respondents were produced as shown in Table 4.2:

Table 4.2
Descriptive Scale Assessment Range Variable

Interval	Category
1,00 – 1,79	Strongly Disagree
1,80 – 2,59	Disagree
2,60 – 3,39	Neutral
3,40 – 4,19	Agree
4,20 – 5,00	Strongly Agree

This analysis is used to determine the influence of Physical and Social Factor on the Student Satisfaction and Student Revisit Intention according to respondents' assessments. The results of the descriptive analysis of the variable are shown in Table 4.3:

Table 4.3
Descriptive Scale Assessment Result

Code	Measurement Items	Mean	Description
PE1	The host university has key facilities such as classrooms, libraries, laboratories, and an appropriate website.	4,683	Strongly Agree
PE2	The host university has supporting facilities such as co-working spaces, cafeterias, and appropriate multipurpose rooms.	4,653	Strongly Agree
PE3	The host university provides comfortable accommodation facilities for students.	4,520	Strongly Agree
PE4	Various student needs are available around the host university area.	4,490	Strongly Agree
PE5	The university area provides a comfortable place for students.	4,614	Strongly Agree

Code	Measurement Items	Mean	Description
PE6	In general, the university map makes it easier for students to carry out their activities.	4,411	Strongly Agree
PE7	All facilities at the host university are in good condition and clean.	4,599	Strongly Agree
FE1	Tuition fees at the host university are affordable with personal funds/scholarships.	3,540	Agree
FE2	The price of food around the university is affordable for students.	3,832	Agree
FE3	Affordable accommodation facilities at the host university for students	3,901	Agree
PS1	The host university aims to maintain a safe environment for the entire academic community.	4,609	Strongly Agree
PS2	Health issues among students are addressed quickly and appropriately by the host university.	4,287	Strongly Agree
PS3	The emergency facilities at the host university meet safety standards, which makes me feel safe.	4,277	Strongly Agree
PS4	The host university always conducts activities in accordance with safety procedures.	4,297	Strongly Agree
PS5	I often see information related to evacuation procedures at my host university.	4,139	Agree
PS6	All facilities in the host university area are safe for student activities.	4,401	Strongly Agree
PS7	I felt safe in the host university area during the program.	4,624	Strongly Agree
PS8	I did not feel anxious when I was at the host university during the international mobility program.	4,599	Strongly Agree
ES1	Staff at the host university are willing to listen to the problems faced by students.	4,347	Strongly Agree
ES2	Staff at the host university are willing to assist students as needed.	4,465	Strongly Agree
ES3	The staff at the host university performed their duties in a friendly manner.	4,460	Strongly Agree
ES4	Staff at the host university are willing to help students feel more comfortable.	4,465	Strongly Agree

Code	Measurement Items	Mean	Description
ES5	The staff at the host university treat students well, making me feel comfortable and reducing stress levels.	4,480	Strongly Agree
ES6	The staff at the destination university provided a sense of reassurance, so I didn't feel too worried.	4,416	Strongly Agree
EC1	The host university aims to maintain the confidentiality of students' personal information.	4,738	Strongly Agree
EC2	Students receive services in accordance with the fees paid to the host university.	4,426	Strongly Agree
EC3	The host university aims to provide services that meet students' expectations.	4,426	Strongly Agree
EC4	The lecturer at the host university explains transparency of grades to students.	4,470	Strongly Agree
SLA1	I am satisfied with the teaching methods used by lecturers at the host university.	4,416	Strongly Agree
SLA2	I find it easy to understand when taught by the same lecturer at my host university.	4,332	Strongly Agree
SLA3	I feel that the lecturers at the host university are credible lecturers.	4,644	Strongly Agree
SAT1	Based on my overall experience, I feel that choosing this university was the right decision.	4,589	Strongly Agree
SAT2	I am pleased with the education provided by the lecturers at the host university.	4,554	Strongly Agree
SAT3	In general, I am satisfied with the facilities at my host university.	4,634	Strongly Agree
SAT4	Overall, I am satisfied with my mobility experience at the host university.	4,713	Strongly Agree
SAT5	Overall, I enjoyed spending a pleasant time at my destination university.	4,738	Strongly Agree
SRI1	If I continue my education, I would like to continue my studies at the same university.	3,649	Agree
SRI2	I want to return to the same university in the next few years.	3,495	Agree
SRI3	The host university will be my first choice when I need further education.	3,342	Neutral
SRI4	I am happy to pursue my education at the university of my choice based on my previous experience.	3,960	Agree

Source: Primary Data Processed, 2025

4.3 Outer Model Result (Measurement Model)

Using SmartPLS software, outer model estimation (measurement model) is carried out to determine the results of validity and reliability tests. This measurement model is to show how manifest variables or indicators represent latent variables to be measured. The measurement stages in the outer model are divided into two, namely the validity test including the discriminant validity test and the convergent validity test, and the reliability test which includes Cronbach's Alpha (CA).

4.3.1 Instrument Quality Test

In the initial stage of data processing, validity and reliability tests were conducted on all research indicators. The convergent validity test is used to test whether the research questionnaire items have been grouped according to the group (variable). The convergent validity test is tested using two methods, namely factor loading and AVE. Indicators can be said to be valid if they have an factor loading value > 0.6 (Hair et al. 2014), and other criteria are that each latent variable must have an AVE value > 0.5 (Hair et al. 2014). The reliability test aimed to test the consistency between indicator items. There are two approaches taken when testing reliability, Composite Reliability (CR) and Cronbach's Alpha (CA). Each approach had a standard score of > 0.60 . A good Composite Reliability score is > 0.60 (Hair et al. 2008), and a good Cronbach's Alpha also had a score > 0.60 (Ghazali, 2017). The results of the factor loading test owned by each indicator can be seen in Table 4.4, the results of the AVE can be seen in Table 4.5, and the result of reliability test can be seen in Table 4.6.

Table 4.4
Validity Convergent Factor Loading Results

Variable	Latent Construct	Factor Loading	Description
Physical Environment	PE1	0,739	Valid
	PE2	0,601	Valid
	PE3	0,452	Not Valid
	PE4	0,561	Not Valid
	PE5	0,705	Valid
	PE6	0,678	Valid
	PE7	0,526	Not Valid
Fee	FE1	0,847	Valid
	FE2	0,686	Valid
	FE3	0,816	Valid
Personal Safety	PS1	0,614	Valid
	PS2	0,721	Valid
	PS3	0,801	Valid
	PS4	0,759	Valid
	PS5	0,704	Valid
	PS6	0,801	Valid
	PS7	0,768	Valid
	PS8	0,647	Valid
Emotional Support	ES1	0,801	Valid
	ES2	0,830	Valid
	ES3	0,786	Valid
	ES4	0,838	Valid
	ES5	0,869	Valid
	ES6	0,848	Valid
Ethical Conduct	EC1	0,731	Valid
	EC2	0,831	Valid
	EC3	0,831	Valid
	EC4	0,690	Valid
Student Lecturer Attachment	SLA1	0,854	Valid
	SLA2	0,856	Valid
	SLA3	0,818	Valid
Student Satisfaction	SAT1	0,764	Valid
	SAT2	0,791	Valid
	SAT3	0,824	Valid
	SAT4	0,767	Valid
	SAT5	0,818	Valid
Student Revisit Intention	SRI1	0,890	Valid
	SRI2	0,808	Valid
	SRI3	0,894	Valid

Variable	Latent Construct	Factor Loading	Description
	SRI4	0,885	Valid

Source: Primary Data Processed, 2025

Table 4.5
Validity Convergent AVE Results

Variable	AVE	Description
Physical Environment	0,380	Not Valid
Fee	0,618	Valid
Personal Safety	0,532	Valid
Emotional Support	0,687	Valid
Ethical Conduct	0,598	Valid
Student Lecturer Attachment	0,710	Valid
Student Satisfaction	0,629	Valid
Student Revisit Intention	0,757	Valid

Source: Primary Data Processed, 2025

Table 4.6
Reliability Results

Variable	Cronbach's Alpha	Composite Reliability	Description
Physical Environment	0,728	0,807	Reliable
Fee	0,701	0,828	Reliable
Personal Safety	0,874	0,900	Reliable
Emotional Support	0,909	0,929	Reliable
Ethical Conduct	0,775	0,855	Reliable
Student Lecturer Attachment	0,797	0,880	Reliable
Student Satisfaction	0,853	0,895	Reliable
Student Revisit Intention	0,894	0,926	Reliable

Source: Primary Data Processed, 2025

The test results Table 4.4 & Table 4.5 show that several indicators have factor loading values below > 0.6 and AVE below > 0.5 , indicating low contribution to the construct they represent. Table 4.6 showed that the CA score for each variable is above the standard score (> 0.60). These results indicate good consistency of the model. According to Hair et al. (2010), indicators with factor loadings < 0.60 can be considered for deletion if their removal can improve the validity and reliability

of the construct. Therefore, to improve the convergent validity and reliability of the construct, indicators PE2, PE3, PE4, & PE7 were removed (dropped) from the model:

Table 4.7
Deleted Construct

Variable	Latent Construct	Factor Loading	Description
Physical Environment	PE2	0,601	Deleted
	PE3	0,452	Deleted
	PE4	0,561	Deleted
	PE7	0,526	Deleted

Source: Primary Data Processed, 2025

4.3.2 Validity Test

Each construct was evaluated for convergent validity by examining the factor loading values of individual indicators and the Average Variance Extracted (AVE). According to Hair et al. (2010), an indicator is considered to meet the threshold for convergent validity if its factor loading is greater than 0.60, while the AVE value for each construct should exceed 0.50.

After removing several indicators that did not meet the criteria, the data were reprocessed using SmartPLS 4. The results showed that all remaining indicators had factor loading values above 0.60, fulfilling the standard for convergent validity. Furthermore, the AVE values for all constructs were above 0.50, indicating that each construct explained more than half of the variance of its indicators.

The factor loading results for each indicator are presented in Table 4.8, while the AVE values for each construct can be found in Table 4.9.

Table 4.8
Convergent Validity Factor Loading Result

Variable	Latent Construct	Factor Loading	Decription
Physical Environment	PE1	0,747	Valid
	PE5	0,776	Valid
	PE6	0,738	Valid
Fee	FE1	0,850	Valid
	FE2	0,684	Valid
	FE3	0,814	Valid
Personal Safety	PS1	0,614	Valid
	PS2	0,721	Valid
	PS3	0,801	Valid
	PS4	0,759	Valid
	PS5	0,704	Valid
	PS6	0,801	Valid
	PS7	0,768	Valid
	PS8	0,647	Valid
Emotional Support	ES1	0,801	Valid
	ES2	0,830	Valid
	ES3	0,786	Valid
	ES4	0,838	Valid
	ES5	0,869	Valid
	ES6	0,847	Valid
Etichal Conduct	EC1	0,731	Valid
	EC2	0,831	Valid
	EC3	0,831	Valid
	EC4	0,690	Valid
Student Lecturer Attachment	SLA1	0,854	Valid
	SLA2	0,856	Valid
	SLA3	0,818	Valid
Student Satisfaction	SAT1	0,762	Valid
	SAT2	0,789	Valid
	SAT3	0,825	Valid
	SAT4	0,770	Valid
	SAT5	0,820	Valid
Student Revisit Intention	SRI1	0,890	Valid
	SRI2	0,808	Valid
	SRI3	0,894	Valid
	SRI4	0,886	Valid

Source: Primary Data Processed, 2025

Table 4.9
Convergent Validity AVE Results

Variable	AVE	Description
Physical Environment	0,568	Valid
Fee	0,617	Valid
Personal Safety	0,532	Valid
Emotional Support	0,687	Valid
Ethical Conduct	0,598	Valid
Student Lecturer Attachment	0,710	Valid
Student Satisfaction	0,630	Valid
Student Revisit Intention	0,757	Valid

Source: Primary Data Processed, 2025

Discriminant validity can be evaluated using two main approaches. The first is the square root of the Average Variance Extracted (AVE), following the Fornell-Larcker criterion (1981). According to this method, discriminant validity is established when the square root of the AVE (displayed on the diagonal of the correlation matrix) is greater than the correlations between constructs located below the diagonal, as seen in Table 4.10.

Table 4.10
Discriminant validity of constructs (Fornell–Larcker criterion)

No.	Latent Construct	EC	ES	FE	PE	PS	SAT	SLA	SRI
1.	EC	0,773							
2.	ES	0,583	0,829						
3.	FE	0,187	0,145	0,786					
4.	PE	0,421	0,382	0,134	0,754				
5.	PS	0,595	0,611	0,208	0,441	0,730			
6.	SAT	0,540	0,591	0,053	0,473	0,453	0,793		
7.	SLA	0,572	0,482	0,203	0,316	0,423	0,558	0,843	
8.	SRI	0,284	0,219	0,196	0,257	0,258	0,295	0,288	0,870

Source: Primary Data Processed, 2025

Based on Table 4.10, all items tested in this research model were declared valid. These results indicated that the questionnaire items in this study are stated to

be different from items in other variable groups, so that these results can be declared discriminant valid.

The second method involves the Heterotrait-Monotrait Ratio (HTMT). A model is considered to have acceptable discriminant validity if the HTMT value is below the recommended threshold of 0.85 to 0.90. If the analysis meets these criteria, it indicates that the questionnaire items for each construct are empirically distinct from those of other constructs. HTMT result are presented in Table 4.11.

Table 4.11
Discriminant validity of constructs - Heterotrait-monotrait ratio (HTMT)

No.	Latent Construct	EC	ES	FE	PE	PS	SAT	SLA	SRI
1.	EC								
2.	ES	0,696							
3.	FE	0,258	0,185						
4.	PE	0,601	0,516	0,196					
5.	PS	0,720	0,682	0,273	0,585				
6.	SAT	0,653	0,671	0,106	0,644	0,509			
7.	SLA	0,719	0,564	0,269	0,440	0,495	0,666		
8.	SRI	0,323	0,236	0,242	0,353	0,292	0,322	0,340	

Source: Primary Data Processed, 2025

Table 4.11 shows that all HTMT values between latent constructs are below the recommended threshold of 0.85 to 0.90. As presented in Table 4.11, the HTMT values range from 0.106 to 0.720, which indicates that discriminant validity is well established. This means that each construct in the model is empirically distinct from the others, and that the indicators used to measure each latent variable are not excessively overlapping with those of other variables. Thus, it can be concluded that the constructs used in this study have met the requirement for discriminant validity based on the HTMT criterion.

4.3.3 Reliability Test

The reliability test aimed to test the consistency between indicator items. There are two approaches taken when testing reliability, Composite Reliability (CR) and Cronbach's Alpha (CA). Each approach had a standard score of > 0.60 . A good Composite Reliability score is > 0.60 (Hair et al. 2008), and a good Cronbach's Alpha also had a score > 0.60 (Ghazali, 2011). The Cronbach's Alpha (CA) and Composite Reliability (CR) results are shown in Table 4.12:

Table 4.12
Reliability Result

Variable	Cronbach's Alpha	Composite Reliability	Description
Physical Environment	0,622	0,798	Reliable
Fee	0,701	0,828	Reliable
Personal Safety	0,874	0,900	Reliable
Emotional Support	0,909	0,929	Reliable
Etichal Conduct	0,775	0,855	Reliable
Student Lecturer Attachment	0,797	0,880	Reliable
Student Satisfaction	0,853	0,895	Reliable
Student Revisit Intention	0,894	0,926	Reliable

Source: Primary Data Processed, 2025

Table 4.12 showed that the CA and CR scores for each variable are above the standard score (> 0.60). The Cronbach's Alpha score for the Physical Environment variable is 0.622, for the Fee variable is 0.701, for the Personal Safety variable is 0.874, for the Emotional Support variable is 0.909, for the Ethical Conduct variable is 0.775, for the Student Lecturer Attachment Variable is 0.797, for the Student Satisfaction is 0.853, and for the Student Revisit Intention variable is 0.894. These results indicate good consistency of the model.

4.4 Inner Model Result (Structural Model)

Following the validity and reliability test of the outer model, which confirmed the questionnaire items as a whole, this study proceeded to the data analysis stage of the inner model (structural model) for hypothesis testing. The inner model was tested using several approaches, which are explained and proven below:

4.4.1 Multicollinearity Test

The multicollinearity test is a method used to examine the structural model for any excessive correlation among variables. When variables in the model are highly correlated, it can negatively affect the inner model by introducing redundancy, which suggests underlying issues. As stated by Hair et al. (2010), this test is performed using the Variance Inflation Factor (VIF). The outcomes of the multicollinearity analysis presented in Table 4.13, particularly noteworthy when the VIF values exceed 0.50.

Table 4.13
Multicollinearity Test

	EC	ES	FE	PE	PS	SAT	SLA	SRI
EC						2,086		
ES						1,892		
FE						1,065		
PE						1,321		
PS						1,955		
SAT								1,000
SLA						1,589		
SRI								

Source: Primary Data Processed, 2025

Based on the results seen in Table 4.13, all relationships between variable items did not have problems with collinearity because the value is >0.50 . In detail, the results of Table 4.13 show the following:

1. The VIF score between Physical Environment and Student Satisfaction is 1,321 (> 0.50). This result proves that there is no collinearity problem between the two variables.
2. The VIF score between Fee and Student Satisfaction is 1,065 (> 0.50). This result proves that there is no collinearity problem between the two variables
3. The VIF score between Personal Safety and Student Satisfaction is 1,955 (> 0.50). This result proves that there is no collinearity problem between the two variables
4. The VIF score between Emotional Support and Student Satisfaction is 1,892 (> 0.50). This result proves that there is no collinearity problem between the two variables
5. The VIF score between Ethical Conduct and Student Satisfaction is 2,086 (> 0.50). This result proves that there is no collinearity problem between the two variables
6. The VIF score between Student Lecturer Attachment and Student Satisfaction is 1,589 (> 0.50). This result proves that there is no collinearity problem between the two variables
7. The VIF score between Student Satisfaction and Student Revisit Intention is 1,000 (> 0.50). This result proves that there is no collinearity problem between the two variables

4.4.2 Path Coefficient (Path Analysis)

The Path Coefficient is used to display the results of a compiled hypothesis. This test is calculated using the bootstrapping technique. The significance of hypothesis testing is measured by the t-value and p-value. It is considered significant if the t-value score is greater than 1.96 and the p-value is less than 0.05. The path coefficient can also indicate the direction of the significant relationship, whether it is negative or positive, by considering the original sample score. The Hypothesis testing table results are shown in Table 4.14:

Table 4.14
Hypothesis Testing Results

Hypotheses	Relationship	Original Sample (O)	t-value	p-value	Decision
H1	Physical Environment → Student Satisfaction	0,229	3,299	0,001	Supported
H2	Price/Fee → Student Satisfaction	-0,102	1,666	0,096	Not-supported
H3	Personal Safety → Student Satisfaction	-0,014	0,171	0,864	Not-supported
H4	Emotional Support → Student Satisfaction	0,317	3,794	0,000	Supported
H5	Ethical Conduct → Student Satisfaction	0,120	1,485	0,137	Not-supported
H6	Student–Lecturer Attachment → Student Satisfaction	0,291	4,097	0,000	Supported
H7	Student Satisfaction → Student Revisit Intention	0,295	3,491	0,000	Supported

Source: Primary Data Processed, 2025

From the results shown in Table 4.14, it can be concluded that of the seven hypotheses developed:

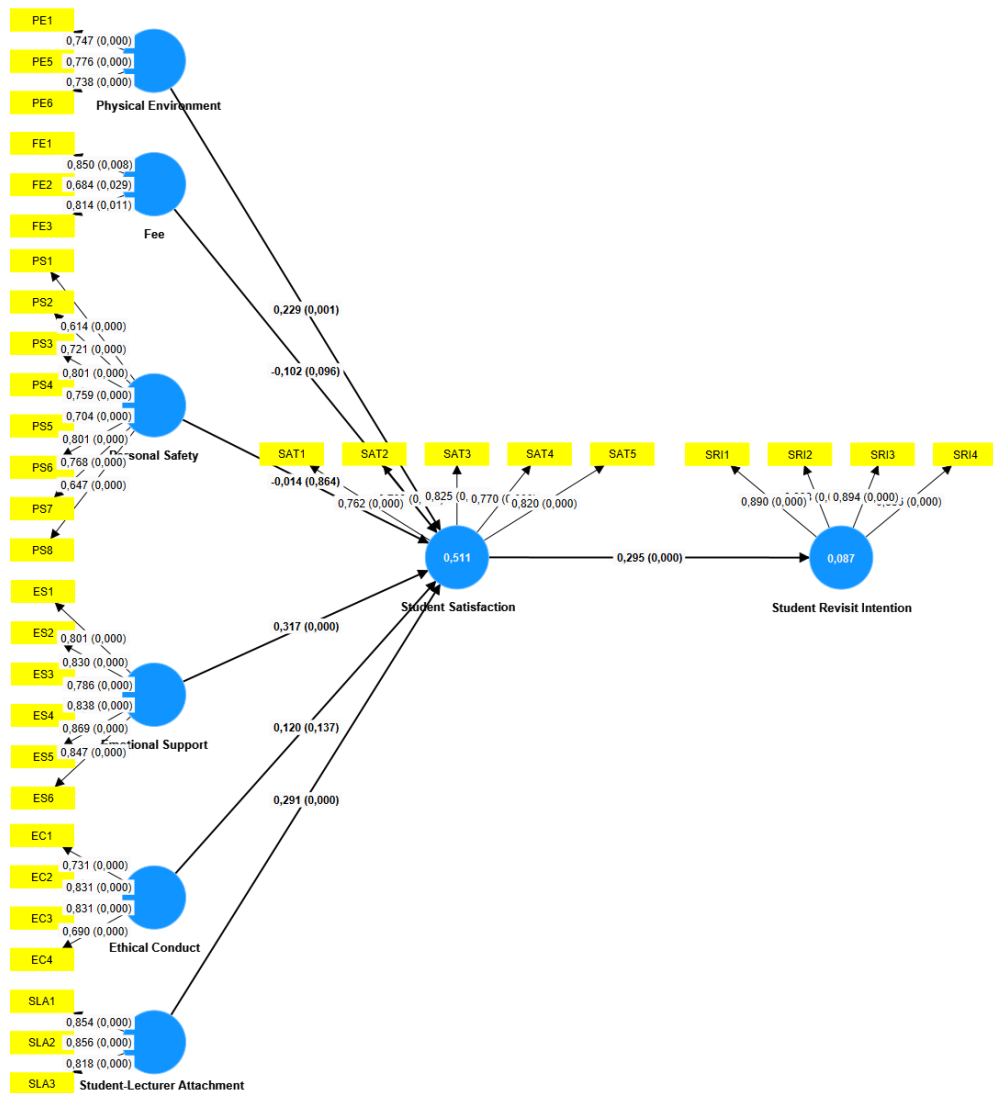
1. Hypothesis 1 is supported by having a t-value score of 3.299 (> 1.96) and a p-value of 0.001 (< 0.05), which showed that Physical Environment has a positive and significant effect on Student Satisfaction. This finding suggests that the better the students perceive the physical environment the higher their overall satisfaction during their participation in the international student mobility program. It can be concluded that H1, which states that “Physical environment positively and significantly affects international student satisfaction” is accepted.
2. Hypothesis 2 is not supported, as the analysis shows a t-value of 1.666, which is below the threshold of 1.96, and a p-value of 0.096 (> 0.05). This indicates that Price/Tuition Fee has a negative effect and does not have a significant effect on Student Satisfaction. It can be concluded that H2, which states that “Fee positively and significantly affects international student satisfaction” is rejected.

3. Hypothesis 3 is not supported, with a t-value of 0.171 and a p-value of 0.864, which is far above the significance level of 0.05. This result implies that Personal Safety has a negative effect and is not a significant determinant of Student Satisfaction in the context of this study. It can be concluded that H3, which states that “Personal Safety positively and significantly affects international student satisfaction,” is rejected.
4. Hypothesis 4 is supported, indicated by a t-value of 3.794 (> 1.96) and a p-value of 0.000 (< 0.05). This shows that Emotional Support has a positive and significant influence on Student Satisfaction. Students who feel emotionally supported are more likely to have a positive experience during their international mobility, reinforcing the importance of a supportive and inclusive environment. It can be concluded that H4, which states that “Emotional support positively and significantly affects international student satisfaction,” is accepted.
5. Hypothesis 5 is not supported, as shown by a t-value of 1.485 and a p-value of 0.137. These results indicate that Ethical Conduct has a negative effect and does not significantly affect Student Satisfaction in this study. It can be concluded that H5, which states that “Ethical conduct positively and significantly affects international student satisfaction,” is rejected.
6. Hypothesis 6 is supported, with a t-value of 4.097 and a p-value of 0.000, both well within the acceptable threshold. This confirms that a strong attachment between students and lecturers has a significant and positive effect on Student Satisfaction. It can be concluded that H6, which states that

“Student Lecturer Attachment positively and significantly affects international student satisfaction,” is accepted.

7. Hypothesis 7 is supported, evidenced by a t-value of 3.491 and a p-value of 0.000. This finding indicates that Student Satisfaction has a positive and significant influence on students intention to revisit the host institution. It supports the notion that a satisfying experience during mobility encourages students to return. It can be concluded that H7, which states that “Satisfaction positively and significantly affects international students revisit intention,” is accepted.

Figure 4.1
Diagram Path Coefficient and P-value



Source: Primary Data Processed, 2025

4.4.3 Determination Coefficient (R-Square)

The R-Square (R^2) value is used to measure the proportion of variance in the endogenous constructs that can be explained by the exogenous variables in the model. According to Hair et al. (2014), an R^2 value of 0.75 is considered strong, 0.50 is moderate, and 0.25 is weak.

As shown in Table 4.15, the construct Student Satisfaction has an R^2 value of 0.511, which indicates that 51.1% of the variance in student satisfaction can be explained by the independent variables in the model, such as physical environment, emotional support, student–lecturer attachment, and others. This value reflects a moderate level of explanatory power, suggesting that the model provides a reasonably good prediction of student satisfaction.

On the other hand, the construct Student Revisit Intention shows a lower R^2 value of 0.087, meaning that only 8.7% of its variance can be explained by the preceding construct, namely student satisfaction. This represents a weak level of explanatory power, implying that there are likely other unobserved factors beyond satisfaction that influence students' intention to revisit the institution.

Table 4.15
R Square Results

Construct	R^2
Student Satisfaction	0,511
Student Revisit Intention	0,087

Source: Primary Data Processed, 2025

4.4.4 Predictive Relevance / Blindfolding (Q Square)

According to Hair et al. (2021), a Q^2 value greater than 0 indicates that the model has predictive relevance, while a value less than 0 suggests a lack of predictive capability. The Q^2 values are obtained through a blindfolding procedure, which assumes a distribution-free data set.

As shown in Table 4.16, the Q^2 value for the construct Student Satisfaction is 0.291, indicating that the model has moderate to high predictive relevance for

this dependent variable. This means that the exogenous constructs in the model provide sufficient information to predict student satisfaction in the context of international student mobility.

Meanwhile, the Q^2 value for Student Revisit Intention is 0.057, which, although still above zero, falls into the category of low predictive relevance. This suggests that while student satisfaction contributes to predicting revisit intention, other external factors not included in the current model may have a stronger influence on students' intention to return.

Table 4.16
Q Square Results

Construct	Q^2
Student Satisfaction	0,291
Student Revisit Intention	0,057

Source: Primary Data Processed, 2025

4.5 Discussions

Based on the results of the study, the physical and social factors that influence international students' satisfaction with their intention to return, using SEM PLS 4 analysis tools, can be explained as follows:

4.5.1 The Impact of Physical Environment on International Students' Satisfaction

Based on the result of the analysis, H1 is supported, which means that Physical Environment has a positive and significant influence on international student satisfaction. These results are in line with the findings of Ryu and Han (2010), who stated that the quality of the physical environment, such as spatial layout, facility comfort, and cleanliness, directly influences customers' perceptions

of service and impacts their satisfaction. In the context of higher education, these findings are reinforced by Costa and Steffgen (2020), who show that transitioning to a campus with better physical facilities significantly increases in student satisfaction. Bitner (1992) also emphasizes that the servicescape, or the built physical environment, plays a crucial role in shaping customers' affective and cognitive responses in service industries, including educational institutions. In Handayani et al.'s (2024) study, the quality of the physical environment in the tourism and hospitality sectors directly contributes to satisfaction and the intention to revisit, supporting the generalization of this influence across various service contexts. Furthermore, recent research by Almanwari et al. (2024) in the context of international education shows that students' perceptions of cleanliness, comfort of learning facilities, and campus aesthetics significantly influence their overall satisfaction. Thus, the findings of this study confirm that the quality of the physical environment is an important element that not only impacts functional comfort but also influences the institution's image and the overall learning experience of international students.

This finding suggests that the better the students perceive the physical environment the higher their overall satisfaction during their participation in the international student mobility program. This finding is in line with the research by Chelliah et al. (2019), which states that a high-quality physical environment at universities will make international students highly satisfied.

4.5.2 The Impact of Fee on International Student Satisfaction

Based on the results of the analysis, the price/fee variable showed no significant effect on student satisfaction, so hypothesis H2 is not supported. This result is in line with the findings of Alves et al. (2022), who stated that tuition fees do not have a significant effect on student satisfaction at the Instituto Profissional De Canossa (IPDC) in Timor-Leste, which is likely due to local economic context factors and students' perceptions that emphasize service quality and institutional image over cost. Similar support also comes from Nurlia's (2019) research, which found that price does not have a significant effect on student satisfaction when tested alongside service quality and brand image variables. Almanwari (2024) was found that there are insignificant relationships between tuition fee and price and international student satisfaction.

However, these results contradict previous studies that have shown tuition fees to be a significant variable in shaping student satisfaction. This finding differs from the research by Chelliah et al (2019) and Latip et al (2019), which states that a higher perception of affordability of fees/prices will lead to satisfied international students. Bahri (2020) states that prices that are commensurate with service quality will significantly increase student satisfaction. Ariska (2019) also found that price levels, discounts, and payment flexibility have a real impact on satisfaction in vocational education environments. In a broader context, Mattila and O'Neill (2003) conclude that price has a significant relationship with customer satisfaction in the service industry, and this principle can also be applied in higher education, where students act as service consumers. A study by Bei & Chiao (2001) also states

that prices that are perceived as fair and transparent are one of the main predictors of perceived value and satisfaction.

According to the characteristics of the respondents obtained, most students received full funding (72.8%), with the remainder either co-funded (20.3%) or self-funded (6.9%). Therefore, these findings indicate that although tuition fees are theoretically considered a determinant of perceived value (value-for-money), in practice, respondents did not feel that fees were the main factor influencing their satisfaction. It can be assumed that perceptions of tuition fees are subjective and greatly influenced by the social and economic context and expectations of each individual. Thus, the results of this study make an important contribution to the literature by emphasizing that the influence of fees on satisfaction is contextual and cannot be generalized universally.

4.5.3 The Impact of Personal Safety on International Student Satisfaction

Based on the results of the analysis, the Personal Safety variable did not have a significant effect on Student Satisfaction, hypothesis H3 was not supported. This finding is inconsistent with the results of a previous study by Collins et al. (2022), which found that perceptions of personal safety are one of the important factors that significantly influence the satisfaction of international students in higher education settings. Additionally, Cheng et al. (2022) have emphasized that a good security climate positively contributes to safety perceptions and satisfaction in the context of recreation and tourism, which is conceptually relevant in the context of higher education as a service provider. This is also reinforced by Ma et al. (2022), who show that visitors' perceptions of preparedness in ensuring physical

safety are an important component in shaping visitors' perceptions of safety in public environments, which impacts their satisfaction levels.

This finding also differs from the research by Chelliah et al (2019), which states that feelings of personal safety lead international exchange students to be satisfied with the university. This discrepancy can be explained by the possibility that the respondents in this study were students participating in the IISMA scheme (37.1%), followed by IISMA Entrepreneurship (25.7%) and university partnership programs (18.3%). They felt that they had received accommodation or insurance facilities guaranteed by the government or partner universities, did not experience any real threats to their safety, or considered safety to be a minimum standard that did not directly increase their satisfaction. Tasci and Boylu (2010) highlight that cultural background influences how people interpret safety and its role in shaping satisfaction. Their research indicated that for individuals from specific cultures, concerns about safety tend to diminish once they develop a sense of trust and familiarity with their surroundings. Additionally, they observed that longer durations of stay often lead to increased satisfaction, likely because of greater immersion in the local environment. Similarly, Ringle et al. (2011) discovered that perceived safety plays a more critical role in influencing overall satisfaction among leisure travelers compared to those traveling for business purposes. Given that the majority of mobility programs examined in this study were categorized as business purposes and had durations of less than six months, it is likely that students did not remain long enough to form strong emotional impressions regarding safety

conditions. Thus, perceptions of personal safety may not be a key factor in assessing their satisfaction as international students in this study environment.

4.5.4 The Impact of Emotional Support on International Student Satisfaction

Based on the results of the analysis, the emotional support variable shows a positive and significant influence on student satisfaction. This finding supports H4 and is consistent with a study by Matschke (2022), which states that emotional support plays an important role in improving psychological well-being and a satisfying learning experience for international students. Emotional support, such as the presence of staff to assist, someone trustworthy to share feelings with, empathy, and emotional comfort, has been proven to provide a sense of acceptance in a new environment, ultimately enhancing positive perceptions of satisfaction. This aligns with the findings of Misra et al. (2003), which show that the emotional aspects of social support are negatively correlated with stress and contribute to a more positive academic environment for international students.

This finding suggests that the better the students perceive the emotional support, the higher their overall satisfaction during their participation in the international student mobility program. This finding contradicts the research by Chelliah et al. (2019), which states that emotional support provided to international exchange students was unrelated to satisfaction. However, based on the results of this research, the data showed that emotional support supports international student satisfaction.

4.5.5 The Impact of Ethical Conduct on International Student Satisfaction

Based on the results of the analysis, the ethical conduct variable does not have a significant effect on student satisfaction, so hypothesis H5 is not supported. This finding is not in line with previous research by Mansouri et al. (2022), which states that the ethical behaviour of service providers has a significant effect on customer satisfaction in the retail industry context.

This finding supports the research by Chelliah et al. (2019), which states that the ethical conduct of the university does not influence the satisfaction of international exchange students. Although the ethical conduct of organizations plays a vital role in customer satisfaction in the service industry, it seems that ethical conduct has little association in international education. This discrepancy can be explained by differences in the context of the respondents, where in this study the respondents were international students who may have prioritized other aspects such as physical environment, emotional and relational support, which were found to significantly influence their satisfaction. This also indicates that although ethical behavior is important normatively, they considered ethical conduct to be a minimum standard that did not directly increase their satisfaction. Thus, these results emphasize the importance of a more personal and relational approach in improving international student satisfaction rather than relying solely on institutional service ethics standards.

4.5.6 The Impact of Student-Lecturer Attachment on International Student Satisfaction

Based on the results of the analysis, the Student–Lecturer Attachment variable has a positive and significant effect on Student Satisfaction. This finding supports hypothesis H6 and is in line with previous research by Ramachandran et al. (2020), which confirms that the relationship between student attachment to lecturers is an important psychosocial factor that can improve student life satisfaction through increased emotional intelligence. In the context of international students, a safe and supportive relationship with lecturers is crucial because it can help them overcome the cultural and social adaptation challenges they often face during their studies. This result is also reinforced by the findings of Chepchieng et al. (2006), which show that students who have a positive perception of their interpersonal relationships with lecturers tend to have a better attitude toward the campus environment, which ultimately increases their academic satisfaction.

This finding supports the research by Chelliah et al. (2019), which states that higher student–lecturer attachment leads to high satisfaction with the university among international exchange students. Universities must promote more formal and informal integration between students and lecturers through increased communication, interaction, and extracurricular activities. Lecture sessions should also be changed from typical classroom lectures to more interactive classroom sessions that will lead students to be motivated and perform well academically. Thus, the close relationship between students and lecturers not only impacts the

learning process but also the overall experience and satisfaction of students during their higher education.

4.5.7 The Impact of International Student Satisfaction on Student Revisit Intention

Based on the results of the analysis, it was found that the variable of international student satisfaction has a positive and significant influence on student revisit intention. This finding supports hypothesis H7 and is in line with Cho et al. (2020), who showed that satisfaction derived from memorable exchange experiences and emotional involvement with the study environment has a significant impact on the desire to return. Similarly, Huu et al. (2024) revealed that tourists who intend to revisit the same place are motivated by satisfaction derived from previous experiences. In the context of international students, Thoo et al. (2023) found that student satisfaction is the primary determinant of educational destination loyalty, as reflected in recommendation behavior and the intention to re-enrol. This aligns with the research by Abbasi et al. (2021), who stated that visitor satisfaction has a significant impact on their intention to revisit a place and serves as an important mediator within the Theory of Planned Behavior (TPB) framework influencing revisit intentions. This finding aligns with Konuk's (2019) study, which states that an individual's satisfaction has an impact on their desire to revisit a place in the future.

This finding supports the research by Chelliah et al. (2019), which states that highly satisfied international students have expressed their intention to return to the university. Based on the characteristics of the respondents, the majority of

respondents in this study were students (42.6%) who reported having undertaken an abroad experience, suggesting a mix of novice and experienced participants with diverse backgrounds in global mobility. Satisfaction with a destination is an important factor for them in determining their intention to revisit, as they rely on previous experiences as a basis for choosing their next visit. Therefore, the higher the level of student satisfaction with the university, the higher their intention to revisit the university. Thus, the results of this study provide strong empirical evidence that international student satisfaction is a key predictor in shaping revisit intentions, as well as an important basis for higher education institutions to improve the quality of the study experience holistically in order to build long-term relationships with global students. It is suggested that universities must consider the factors that lead to the satisfaction of international exchange students. These satisfied students will act as ambassadors to promote the university in their home countries.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the results and discussion, it can be concluded as follows:

1. The physical environment has a positive and significant effect on overall student satisfaction. The physical environment variable represents the sole physical factor influencing student satisfaction within the context of international mobility programs. It encompasses tangible aspects such as campus facilities, classroom conditions, accessibility, and the overall physical setting of the host institution, which collectively shape students' perceptions and experiences during their academic stay abroad.

2. Fees do not show a positive and significant effect on overall student satisfaction. This is because only 6.9% of respondents used personal funds, while the rest received full or partial funding from third parties. Therefore, fees were not a major factor influencing overall student satisfaction.

3. Personal safety did not show a positive and significant effect on student satisfaction. This was because they had received accommodation or insurance facilities guaranteed from third parties, they did not experience any real threats to their safety, or considered safety to be a minimum standard that did not directly increase their satisfaction.

4. Emotional support emerges as the most influential variable in shaping student satisfaction compared to other variables within the social factor context. Emotional

support has been proven to provide a sense of acceptance in a new environment, ultimately enhancing positive perceptions of satisfaction. This shows that the emotional support is a key element that influences students' perceptions of satisfaction while participating in international mobility programs.

5. Ethical conduct does not show a positive and significant influence on student satisfaction. In this study, the respondents were international students who may have prioritized other aspects that significantly influenced their satisfaction. They considered ethical behavior to be a minimum standard that did not directly increase their satisfaction.

6. Student lecturer attachment has a positive and significant influence on student satisfaction. Therefore, a close relationship between students and lecturers not only affects the learning process but also the overall experience and satisfaction of students during their higher education.

7. The satisfaction of international students has a positive and significant influence on student satisfaction. Satisfaction with a destination is an important factor for them in determining their intention to return, as they rely on their previous experiences as a basis for choosing their next destination. Therefore, the higher the level of student satisfaction with the university, the higher their intention to return to that university. Finally, this study confirms that student satisfaction influences intention to revisit (Chelliah *et al.*, 2019), supporting the Theory of Planned Behavior (Ajzen, 1991), which links attitude formation to behavioral intentions.

5.2 Benefits and Implications of Research

This research aimed to deepen our understanding on the role of factors such as physical environment, fees, personal safety, emotional support, ethical conduct, and student–lecturer attachment in shaping student satisfaction and revisit intention. These findings offer valuable insights for higher education institutions and policymakers in Indonesia to enhance the quality of student experiences during mobility programs. By strengthening physical infrastructure, emotional support systems, and student-lecturer attachment, institutions can boost satisfaction and encourage students to return, contributing to institutional reputation and long-term global partnerships. This study enriches the limited empirical literature on revisit intention among Indonesian international students and provides a more holistic understanding of the key factors driving satisfaction and academic loyalty in global education.

Additionally, the research benefited various universities in Indonesia, offering valuable insight in designing strategies to establishing more international academic partnership. They can leverage the results to curate partnerships with host institutions that align with student needs and expectations, ensuring a supportive learning environment abroad. Satisfaction-driven outcomes can reinforce institutional prestige and validate international collaboration efforts. These results give government agencies strong empirical evidence of the program's effectiveness, which is especially pertinent given that IISMA is currently suspended during the national leadership transition. The high levels of student satisfaction—and their proven influence on intention to revisit—demonstrate that programs like IISMA are

not only instrumental in shaping student development but also supports Indonesian students to compete globally. Meanwhile, the study underscores the need to integrate emotional and social preparedness into pre-departure briefings, equipping students not only with academic readiness but also with interpersonal skills for thriving in diverse global settings.

5.3 Research limitations

This study acknowledges several limitations as follows:

1. This study only covers students who participate in short-term international mobility programs. This limits the scope of the findings and does not represent the experiences of students who participate in long-term international mobility programs.
2. This study method is quantitative, so it only used data collection techniques through surveys using questionnaires with closed questions, so the information obtained was limited to the items asked.
3. This study only covers students from various universities in Indonesia, it does not represent other international students from different countries and universities.
4. This study focuses only on physical environment variables, fee, personal safety, emotional support, ethical behavior, student-lecturer attachment, student satisfaction, and student revisit intention.

5.4 Recommendations

Based on the results of the discussion, there are several limitations, so the researchers would like to offer suggestions for future research to consider the following points:

1. Further research should consider policy or regulatory variables in the destination country, as well as other relevant variables, as factors that may influence international students' satisfaction and revisit intention. This is to ensure that the data obtained provides a more in-depth and broader picture of the factors that influence international students' satisfaction and their intention to revisit.
2. Further research should consider to investigate the level of satisfaction of foreign students studying in Indonesia, as well as its relationship with their intention to return to Indonesia and their intention to recommend or promote Indonesia as a study destination. This aims to provide a comprehensive picture of Indonesia's position in terms of attractiveness in the global education competition.
3. Further research is expected to add data collection methods such as interviews or focused discussions in order to obtain more in-depth information related to the research focus.
4. Further research is expected to combine quantitative and qualitative approaches to capture the deeper and more complex dimensions of international students' experiences. It is hoped that data collection methods

such as interviews or focused discussions can be added to obtain more in-depth information related to the research focus.

5. It is recommended to develop research related that is more diverse and conducted in more countries.
6. Further research is needed to investigate whether cultural background or type of study program can influence satisfaction levels and intention to return. This could help in personalizing international education services.

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APPENDICES

Appendix I Research Questionnaire in English

Assalaamu'alaikum Warahmatullahi Wabarakaatuh

My name is Ahmad Zaki Maajid, a 2021 undergraduate student in the IUP Management Study Program, Faculty of Business and Economics, Islamic University of Indonesia. I am currently conducting research for my final project related to the intention to return to the host university among students who have participated in exchange/international mobility programs.

The criteria for respondents are as follows:

1. Minimum age of 17 years
2. Indonesian students
3. Have participated in a Student Exchange/International Student Mobility program up to 2021
4. Alumni of the IISMA, LPDP, or similar programs (internal campus partner programs) from 2021 to 2025

There are no right or wrong answers in this survey, so please complete it based on your personal experiences.

Thank you for your participation and cooperation.

Wassalamu'alaikum Warrohmatulloh Wabarokatuh

If you encounter any difficulties in completing this questionnaire, you may contact:

Email: 21311628@students.uui.ac.id

WA: 081215351701

I. Screening Questions

1. I am already over 17 years old and ready to take this survey

Note: *If not, you do not meet the respondent criteria for this study.*

a. Yes

b. No

2. Have you ever followed the program *Student Exchange/International Student Mobility*?

a. Yes

b. No

II. Respondent Identity

1. Your name

2. Your Gender

a. Male

b. Female

3. How old are you now?

a. 17

b. 18

c. 19

d. 20

e. 21

f. 22

g. 23

h. >23

III. Screening Questions

1. Which international mobility program are you participating in?

a. IISMA (Indonesian International Student Mobility Awards)

b. IISMA Co-Funding

c. IISMA Vocational

d. IISMA Entrepreneurship

e. Your college/university partner's international mobility program

f. Other international mobility programs

2. What is your funding scheme when participating in the program?

- a. Get full funding (scholarships, tuition fees, living costs, etc.)
- b. Get partial funding
- c. Independent costs

3. University of Origin

Note: Write the university in full as listed in <https://pddikti.kemdiktisaintek.go.id/>

Example: Islamic University of Indonesia

4. Destination University

Note: Write the university in full according to the administration of the Letter of Acceptance

Contoh: University of Melbourne

5. Country of destination

Note: Write the university in full according to the administration of the Letter of Acceptance

Example: Australia

6. In what year did you join the program?

Note: If you participated in the program before 2021, you do not meet the respondent criteria for this study.

- a. 2021
- b. 2022
- c. 2023
- d. 2024
- e. 2025

7. How long does the program you are participating in last?

- a. Less than 1 month
- b. 1-3 months
- c. 3 months – 1 semester
- d. More than 1 semester

8. What level of education was involved in the program?

- a. S1
 - b. S2
 - c. S3
 - d. Vocational
9. Do you have any experience visiting/living abroad before joining the program?
- a. Yes, I have visited other countries
 - b. Yes, I have visited and lived in other countries.
10. What was the longest duration of your visit/stay abroad?
- a. Never
 - b. Less than 1 week
 - c. More than 1 week to 2 weeks
 - d. More than 2 weeks to 1 month
 - e. More than 1 month to 3 months
 - f. More than 3 months
11. Please note: You will read several statements below that contain the term "Destination University." The destination university is the university where the Student Exchange/International Student Mobility program is taking place, as you provided in the previous question. Do you understand?
- a. Yes, I understand

IV. Physical Environmental Variables

- 1. Destination university has basic facilities such as classrooms, libraries, laboratories, and adequate websites.
- 2. Destination university has supporting facilities such as a co-working space, a canteen, and an adequate multi-purpose room
- 3. Destination university provides comfortable accommodation facilities for students
- 4. Various student needs are available around the destination university
- 5. The destination university provides a comfortable place for students
- 6. In general, the floor plan of a university is easier for students to be active
- 7. All facilities destination university good and clean condition

V. Price Variables

1. Tuition fees destination university are affordable with personal funds/scholarships
2. Food prices around the destination university are affordable for students
3. Accommodation facilities at Destination University are affordable for students

VI. Personal Safety Variables

1. Destination university maintaining a safe environment for the entire academic community
2. Student health problems are responded to quickly and appropriately by the authorities. destination university
3. Emergency facilities at the destination university meeting safety standards make me feel safe
4. Destination university always carries out activities in accordance with security procedures
5. I often see information related to evacuation procedures destination university
6. All facilities in the area destination university for student activities
7. I feel safe in the area destination university while the program is running
8. I don't feel anxious when I'm destination university during the program *international mobility*

VII. Emotional Support Variables

1. The staff destination university is willing to listen to the problems faced by students
2. The staff destination university is willing to help according to the student's needs
3. Staff destination university carry out tasks with a friendly attitude

4. Staff of the destination university willing to help students feel more comfortable
5. Staff destination university treat students well so that they feel comfortable and reduce stress levels
6. The staff destination university provides a sense of calm, so that students feel less worried

VIII. Ethical Conduct Variables

1. Destination university maintains the confidentiality of students' personal information
2. Students receive services according to the fees paid. destination university
3. Destination university provides services according to student expectations
4. Lecturer destination university explaining grade transparency to students

IX. Student-Lecturer Attachment Variable

1. The lecturer's learning method destination university satisfied me
2. I find it easier to understand if I am taught by the same lecturer at Destination university
3. I feel that the lecturer's destination university is a credible lecturer

X. Student Satisfaction Variables

Satisfaction is a feeling of happiness that students have when they gain experience during the program. Student Exchange/International Student Mobility according to what was expected.

1. Based on the overall experience, I feel I choosing the destination university is the right decision.
2. I am happy with the learning provided by the lecturer at the destination university
3. In general, I am satisfied with the facilities destination university
4. Overall, I am satisfied with my experience *of mobility* in the destination university

5. Overall, I had a great time while I was in the destination university

XI. Variable of Student Return Intention

The desire to return to the destination university in the future, either to continue education (Master's, Doctorate), exchange programs, or other international mobility programs.

1. If I continue my education, I would like to continue my studies at the same university
2. I want to go back destination the same university in the next few years
3. Destination university will be my first choice when I need further education
4. I am happy to pursue education at a destination university based on my previous experience

Appendix II Research Questionnaire in Bahasa

Assalaamu'alaikum Warahmatullahi Wabarakaatuh

Perkenalkan saya Ahmad Zaki Maajid mahasiswa S1 Progam Studi Manajemen IUP angkatan 2021, Fakultas Bisnis dan Ekonomika, Universitas Islam Indonesia. Saat ini sedang melakukan penelitian tugas akhir terkait niat berkunjung kembali ke *Host University* pada mahasiswa yang telah mengikuti program *exchange/mobilitas internasional*.

Adapun kriteria responden yang dibutuhkan:

1. Minimal berusia 17 tahun
2. Merupakan mahasiswa Indonesia
3. Pernah mengikuti program *Student Exchange/International Student Mobility* maksimal pada tahun 2021
4. Alumni peserta program IISMA, LPDP atau program sejenis lainnya (program internal mitra kampus) pada tahun 2021-2025

Tidak ada jawaban yang benar atau salah dalam survei ini, sehingga, mohon mengisi survei ini sesuai dengan pengalaman pribadi masing-masing.

Atas partisipasi dan kesediannya, saya ucapkan terima kasih.

Wassalamu'alaikum Warrohmatulloh Wabarokatuh

Jika anda memiliki kendala dalam pengisian kuisisioner ini. Anda dapat menghubungi:

Email : 21311628@students.uui.ac.id

WA : 081215351701

I. Pertanyaan Screening

1. Saya sudah berusia di atas 17 tahun dan bersedia mengikuti survei ini

Note: *Jika tidak, anda tidak memenuhi kriteria responden penelitian ini*

- a. Ya
 - b. Tidak
2. Apakah Anda pernah mengikuti program *Student Exchange/International Student Mobility*?
- a. Ya
 - b. Tidak

II. Identitas Responden

- 1. Nama Anda
- 2. Jenis Kelamin Anda
 - a. Laki-Laki
 - b. Perempuan
- 3. Berapa usia Anda saat ini?
 - a. 17
 - b. 18
 - c. 19
 - d. 20
 - e. 21
 - f. 22
 - g. 23
 - h. >23

III. Pertanyaan Screening

1. Program mobilitas internasional mana yang Anda ikuti?
 - a. IISMA (Indonesian International Student Mobility Awards)
 - b. IISMA Co-Funding
 - c. IISMA Vocational
 - d. IISMA Entrepreneurship
 - e. Program mobilitas internasional mitra perguruan tinggi/universitas
Anda
 - f. Program mobilitas internasional lainnya
2. Bagaimana skema pendanaan Anda saat mengikuti program?
 - a. Mendapatkan pendanaan seluruhnya (beasiswa, tuition fee, living cost, dll)
 - b. Mendapatkan pendanaan sebagian
 - c. Biaya mandiri
3. Asal Universitas

Note: Tuliskan universitas secara lengkap sesuai dengan yang tercantum di <https://pddikti.kemdiktisaintek.go.id/>
Contoh: Universitas Islam Indonesia
4. Universitas Tujuan

Note: Tuliskan universitas secara lengkap sesuai dengan administrasi Letter of Acceptance
Contoh: University of Melbourne
5. Negara Tujuan

Note: Tuliskan universitas secara lengkap sesuai dengan administrasi Letter of Acceptance
Contoh: Australia
6. Pada tahun berapa Anda mengikuti program tersebut

Note: *Jika anda mengikuti program sebelum tahun 2021, anda tidak memenuhi kriteria responden penelitian ini*

a. 2021

b. 2022

c. 2023

d. 2024

e. 2025

7. Berapa durasi waktu program yang Anda ikuti tersebut?

a. Kurang dari 1 bulan

b. 1-3 bulan

c. 3 bulan – 1 semester

d. Lebih dari 1 semester

8. Jenjang pendidikan saat mengikuti program?

a. S1

b. S2

c. S3

d. Vokasi

9. Apakah Anda memiliki pengalaman berkunjung/tinggal di luar negeri sebelum mengikuti program?

a. Ya, saya pernah berkunjung ke negara lain

b. Ya, saya pernah berkunjung dan tinggal menetap di negara lain

10. Berapa durasi terlama Anda saat berkunjung/menetap ke luar negeri?

a. Belum pernah

b. Kurang dari 1 minggu

- c. Lebih dari 1 minggu hingga 2 minggu
- d. Lebih dari 2 minggu hingga 1 bulan
- e. Lebih dari 1 bulan hingga 3 bulan
- f. Lebih dari 3 bulan

11. Mohon Perhatian. Anda akan membaca beberapa pernyataan setelah ini yang berisi kata Universitas Tujuan. Universitas tujuan adalah Universitas saat program Student Exchange/ International Student Mobility berlangsung sesuai isian anda pada pertanyaan sebelumnya. Apakah dapat Anda pahami?

- a. Ya, paham

IV. Variabel Lingkungan fisik

1. Universitas tujuan memiliki fasilitas utama seperti ruang kelas, perpustakaan, laboratorium, dan situs web yang memadai.
2. Universitas tujuan memiliki fasilitas pendukung seperti co working space, kantin, dan ruang serbaguna yang memadai
3. Universitas tujuan menyediakan fasilitas akomodasi yang nyaman bagi mahasiswa
4. Beragam kebutuhan mahasiswa tersedia di sekitar area universitas tujuan
5. Area universitas tujuan menyediakan tempat yang nyaman untuk mahasiswa

6. Secara umum, denah universitas tujuan memudahkan mahasiswa untuk beraktifitas
7. Seluruh fasilitas di universitas tujuan dalam kondisi baik dan bersih

V. Variabel Harga

1. Biaya kuliah di universitas tujuan terjangkau dengan dana pribadi/beasiswa
2. Harga makanan di sekitar universitas tujuan terjangkau bagi mahasiswa
3. Fasilitas akomodasi saat di Universitas Tujuan terjangkau bagi mahasiswa

VI. Variabel Keamanan Pribadi

1. Universitas tujuan menjaga lingkungan yang aman bagi seluruh civitas akademika
2. Masalah kesehatan mahasiswa ditanggapi dengan cepat dan tepat oleh pihak universitas tujuan
3. Fasilitas darurat di universitas tujuan memenuhi standar keamanan membuat saya merasa aman
4. Universitas tujuan selalu mengadakan aktifitas sesuai dengan prosedur keamanan
5. Saya sering melihat informasi terkait prosedur evakuasi di universitas tujuan
6. Seluruh fasilitas di area universitas tujuan aman untuk kegiatan mahasiswa
7. Saya merasa aman berada di area universitas tujuan selama program berjalan
8. Saya tidak merasa cemas ketika berada di universitas tujuan selama program *international mobility*

VII. Variabel Dukungan Emosional

1. Staf di universitas tujuan bersedia mendengarkan masalah yang dihadapi mahasiswa
2. Staf di universitas tujuan bersedia membantu sesuai kebutuhan mahasiswa
3. Staf di universitas tujuan menjalankan tugas dengan sikap ramah
4. Staf di universitas tujuan bersedia membantu mahasiswa agar merasa lebih nyaman
5. Staff di universitas tujuan memperlakukan mahasiswa dengan baik sehingga membuat nyaman dan mengurangi tingkat stress
6. Staf di universitas tujuan memberikan rasa tenang, sehingga mahasiswa merasa tidak terlalu khawatir

VIII. Variabel Perilaku Etik

1. Universitas tujuan menjaga kerahasiaan informasi pribadi mahasiswa
2. Mahasiswa menerima layanan sesuai dengan biaya yang dibayarkan pada universitas tujuan
3. Universitas tujuan memberikan layanan sesuai ekspektasi kepada mahasiswa
4. Dosen universitas tujuan menjelaskan transparansi nilai kepada mahasiswa

IX. Variabel Kedekatan Mahasiswa-Dosen

1. Metode belajar dosen di universitas tujuan membuat saya puas
2. Saya merasa mudah mengerti jika diajar oleh dosen yang sama di Universitas tujuan

3. Saya merasa bahwa dosen di universitas tujuan adalah dosen yang kredibel

X. Variabel Kepuasan Mahasiswa

Kepuasan merupakan perasaan senang mahasiswa ketika pengalaman yang diperoleh selama program Student Exchange/International Student Mobility sesuai dengan apa yang diharapkan.

1. Berdasarkan pengalaman keseluruhan, saya merasa memilih universitas tujuan merupakan keputusan yang tepat.
2. Saya senang dengan pembelajaran yang diberikan dosen pada universitas tujuan
3. Secara umum, Saya puas dengan fasilitas di universitas tujuan
4. Secara umum, saya puas terhadap pengalaman *mobility* saya di universitas tujuan
5. Secara keseluruhan saya senang menghabiskan waktu yang menyenangkan selama di universitas tujuan

XI. Variabel Niat Berkunjung Kembali Mahasiswa

Keinginan untuk kembali mengunjungi universitas tujuan di masa depan, baik untuk melanjutkan pendidikan (S2, S3), program exchange, atau program international mobility lainnya

1. Jika melanjutkan pendidikan, saya ingin melanjutkan studi di universitas tujuan yang sama
2. Saya ingin kembali ke universitas tujuan yang sama dalam beberapa tahun ke depan
3. Universitas tujuan akan menjadi pilihan pertama ketika saya membutuhkan pendidikan lebih lanjut

4. Saya dengan senang hati menempuh pendidikan ke universitas tujuan berdasarkan pengalaman saya sebelumnya

Appendix III Research Questionnaire Form and Link

Questions Responses 222 Settings



Section 1 of 14

Kuisisioner Niat Berkunjung Kembali Mahasiswa Exchange/International Mobility ke Host University

B I U ↺ ↻

Assalaamu'alaikum Warahmatullahi Wabarakaatuh

Perkenalkan saya Ahmad Zaki Maajid mahasiswa S1 Progam Studi Manajemen IUP angkatan 2021, Fakultas Bisnis dan Ekonomika, Universitas Islam Indonesia. Saat ini sedang melakukan penelitian tugas akhir terkait **niat berkunjung kembali ke Host University** pada mahasiswa yang telah mengikuti program **exchange/mobilitas internasional**.

Adapun kriteria responden yang dibutuhkan:

1. Minimal berusia 17 tahun
2. Merupakan mahasiswa Indonesia
3. Pernah mengikuti program Student Exchange/International Student Mobility maksimal pada tahun 2021
4. Alumni peserta program IISMA, LPDP atau program sejenis lainnya (program internal mitra kampus) pada tahun 2021-2025

Tidak ada jawaban yang benar atau salah dalam survei ini, sehingga, mohon mengisi survei ini sesuai dengan pengalaman pribadi masing-masing.

Atas partisipasi dan kesediannya, saya ucapkan terima kasih.
Wassalamu'alaikum Warohmatulloh Wabarokatuh

Jika anda memiliki kendala dalam pengisian kuisisioner ini. Anda dapat menghubungi:
Email : 21311628@students.uii.ac.id
WA : 081215351701

Saya sudah berusia **di atas 17 tahun** dan **bersedia** mengikuti survei ini *

Note: Jika tidak, anda tidak memenuhi kriteria responden penelitian ini

☐ Ya

☐ Tidak

Apakah Anda **pernah mengikuti** program Student Exchange/International Student Mobility? *

☐ Ya

☐ Tidak

After section 1 Continue to next section

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☰

Link : <https://forms.gle/fkA4sBK4gXAeZ5KB7>

Appendix IV Questionnaire Response

Saya sudah berusia di atas 17 tahun dan bersedia mengikuti survei ini <i>Note: Jika tidak, anda tidak memenuhi kriteria responden penelitian ini</i>	Apakah Anda pernah mengikuti program Student Exchange/International Student Mobility?	Jenis Kelamin Anda	Berapa usia Anda saat ini?
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	23
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	20
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	21

Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22

Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	22

Ya	Ya	Laki-laki	> 23 Tahun
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	> 23 Tahun
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	23
Ya	Ya	Perempuan	> 23 Tahun

Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	> 23 Tahun
Ya	Ya	Laki-laki	23
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	20
Ya	Ya	Laki-laki	> 23 Tahun
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	19
Ya	Ya	Perempuan	20
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	20
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Laki-laki	19
Ya	Ya	Laki-laki	> 23 Tahun
Ya	Ya	Perempuan	20
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22

Ya	Ya	Laki-laki	> 23 Tahun
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	21
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	20
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	17
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21

Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Perempuan	> 23 Tahun
Ya	Ya	Laki-laki	23
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	23
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	23
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	21

Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	20
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	20
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22

Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	21
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Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	22

Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22
Ya	Ya	Laki-laki	21
Ya	Ya	Laki-laki	23
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	21
Ya	Ya	Laki-laki	21
Ya	Ya	Perempuan	22
Ya	Ya	Laki-laki	22

Ya	Ya	Perempuan	23
Ya	Ya	Laki-laki	21
Ya	Ya	Laki-laki	21
Ya	Ya	Laki-laki	22
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	21
Ya	Ya	Perempuan	22
Ya	Ya	Perempuan	22

Program mobilitas internasional mana yang Anda ikuti?	Bagaimana skema pendanaan Anda saat mengikuti program?	Asal Universitas (Home University) di Indonesia <i>NOTE : Tuliskan universitas secara lengkap sesuai dengan yang tercantum di https://pddikti.kemdikisaintek.go.id/ Contoh: Universitas Islam Indonesia</i>
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pembangunan Nasional Veteran Jawa Timur
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Surabaya
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pembangunan Nasional Veteran Yogyakarta
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Yogyakarta
Program mobilitas internasional mitra	Biaya Mandiri	Universitas Islam Indonesia

perguruan
tinggi/universitas Anda

IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
------------------------	---	-----------------------

Program mobilitas
internasional mitra
perguruan
tinggi/universitas Anda

IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Ahmad Dahlan
------------------------	---	--------------------------

IISMA Entrepreneurship

Mendapatkan Pendanaan
Seluruhnya (Beasiswa
Tuition fee, Living cost, dll)

Universitas Syiah Kuala

Program mobilitas
internasional lainnya

Mendapatkan Pendanaan
Seluruhnya (Beasiswa
Tuition fee, Living cost, dll)

Universitas Syiah Kuala

IISMA Entrepreneurship

Mendapatkan Pendanaan
Seluruhnya (Beasiswa
Tuition fee, Living cost, dll)

Universitas Islam Indonesia

Program mobilitas
internasional mitra
perguruan
tinggi/universitas Anda

Biaya Mandiri

Universitas Islam Indonesia

IISMA Entrepreneurship

Mendapatkan Pendanaan
Seluruhnya (Beasiswa
Tuition fee, Living cost, dll)

Universitas Hasanuddin

IISMA Entrepreneurship

Mendapatkan Pendanaan
Seluruhnya (Beasiswa
Tuition fee, Living cost, dll)

Universitas Indonesia

IISMA Entrepreneurship

Mendapatkan Pendanaan
Seluruhnya (Beasiswa
Tuition fee, Living cost, dll)

Universitas Diponegoro

Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Airlangga
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Negeri Surabaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Teknologi Sepuluh Nopember
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Negeri Surabaya
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Surabaya
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Sebagian	Universitas Hasanuddin
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Ahmad Dahlan
Program mobilitas internasional lainnya	Biaya Mandiri	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sumatera Utara

IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Surakarta
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Andalas
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Islam Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Islam Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Malang
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Surabaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Katolik Indonesia Atma Jaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Diponegoro
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Elektronika Negeri Surabaya

IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Negeri Jakarta
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Muhammadiyah Yogyakarta
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Institut Pertanian Bogor
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pendidikan Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Teknologi Bandung
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Negeri Semarang
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Bina Nusantara
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Multimedia Nusantara
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Internasional Semen Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Pakuan
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia

IISMA (Indonesian International Student Mobility Awards)	Biaya Mandiri	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	President University
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Teknologi Bandung

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Jember
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Muhammadiyah Yogyakarta
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Mulawarman
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Sebagian	Universitas Gadjah Mada

Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Biaya Mandiri	Universita Muhammadiyah Yogyakarta
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
Program mobilitas internasional mitra	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia

perguruan
tinggi/universitas Anda

Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional lainnya	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Diponegoro
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Yogyakarta
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Andalas
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Diponegoro
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Diponegoro
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Diponegoro
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sebelas Maret
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Riau

Program mobilitas internasional lainnya	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Ciputra Surabaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Muhammadiyah Purwokerto
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pelita Harapan
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pradita
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Teknologi Bandung
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Kristen Petra
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Brawijaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Seni Indonesia
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Negeri Surabaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Udayana
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Malang
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Diponegoro
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Dian Nuswantoro
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada

Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Pendidikan Indonesia
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Biaya Mandiri	Universitas Ahmad Dahlan
Program mobilitas internasional mitra perguruan tinggi/universitas Anda	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Kristen Satya Wacana
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pendidikan Indonesia

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pendidikan Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Teknologi Sepuluh Nopember
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Negeri Tanah Laut
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sriwijaya
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Brawijaya
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Brawijaya
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Indonesia
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Indonesia

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Malang
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Udayana
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Padjajaran
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Telkom University
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Negeri Malang
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Bengkulu
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Negeri Batam
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Diponegoro
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sumatera Utara

IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Udayana
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Gadjah Mada
IISMA Vocational	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Diponegoro
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Padjajaran
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Muhammadiyah Malang
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Prasetya Mulya
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Politeknik Pariwisata Batam
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pelita Harapan
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sebelas Maret

IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sebelas Maret
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Bina Nusantara
IISMA Co-Funding	Mendapatkan Pendanaan Sebagian	Universitas Islam Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Trisakti
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Indonesia
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Gadjah Mada
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Islam Indonesia
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Pembangunan Nasional Veteran Jakarta
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Mulawarman
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Lampung

IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sultan Ageng Tirtayasa
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Institut Pertanian Bogor
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Brawijaya
IISMA Entrepreneurship	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Sam Ratulangi
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Airlangga
IISMA (Indonesian International Student Mobility Awards)	Mendapatkan Pendanaan Seluruhnya (Beasiswa Tuition fee, Living cost, dll)	Universitas Negeri Malang

Instansi/Universitas Tujuan (Host University) tempat program berlangsung <i>NOTE : Tuliskan universitas secara lengkap sesuai dengan administrasi Letter of Acceptance Contoh: University of Melbourne</i>	Negara Tujuan (Host Country) tempat program berlangsung <i>NOTE : Tuliskan negara secara lengkap sesuai dengan administrasi Letter of Acceptance Contoh: Australia</i>	Pada tahun berapa Anda mengikuti program tersebut? <i>Note: Jika anda mengikuti program sebelum tahun 2021, anda tidak memenuhi kriteria responden penelitian ini</i>
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
Saxion University of Applied Science	Belanda	2024
University of Melbourne	Australia	2024
Metropolia University of Applied Sciences	Finland	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
Chulalongkorn University	Thailand	2024
University of Melbourne	Australia	2024
Solbridge International School of Business	Korea Selatan	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024

Metropolia University of Applied Sciences	Finland	2024
Universiti Tun Hussein Onn Malaysia	Malaysia	2023
University of Melbourne	Australia	2024
Indonesian School of Davao	Philipina	2024
Universiti Teknologi Mara	Malaysia	2023
Saxion University of Applied Science	Belanda	2025
Ton Duc Than University	Vietnam	2024
Busan University of Foreign Studies	Korea Selatan	2024
Prince Songkhla University	Thailand	2022
University Kebangsaan Malaysia	Malaysia	2023
University of Adelaide	Australia	2024
University of Warsaw	Polandia	2023
Curtin University	Australia	2024
University of Melbourne	Australia	2024
Saxion University of Applied Science	Belanda	2024
University of Melbourne	Australia	2024
Solbridge International School of Business	Korea Selatan	2023
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
The University of Sheffield	Inggris	2024

Sapienza University of Rome	Italia	2023
Kangwon National University	Korea Selatan	2023
University of Nottingham	Inggris	2024
University of Limerick	Irlandia	2024
Vytautas Magnus University	Lithuania	2023
Universitat Pompeu Fabra	Spanyol	2024
Korea University	Korea Selatan	2022
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
National Yunlin University of Science and Technology	Taiwan	2023
Monash University	Australia	2022
The University of Edinburgh	Inggris	2024
University of York	Inggris	2023
Michigan State University	Amerika Serikat	2024
University of Melbourne	Australia	2024
Humboldt-Universitaet zu Berlin	Jerman	2023
Middle East Technical University	Turki	2022
Leiden university	Belanda	2021
Curtin University	Australia	2024

University of Sussex	Inggris	2021
Universiti Kebangsaan Malaysia	Malaysia	2023
Guimaras State University	Philipina	2023
Asia University	Taiwan	2024
Anadolu University	Turki	2023
Anadolu University	Turki	2023
Anadolu University	Turki	2023
Anadolu University	Turki	2021
Woosong University	Korea Selatan	2023
Anadolu University	Turki	2023
Keio University	Jepang	2023
National Taiwan University of Science and Technology	Taiwan	2024
Solbridge International School of Business	Korea Selatan	2024
Saxion University of Applied Science	Belanda	2023
University of Pecs	Hungaria	2024
University of Melbourne	Australia	2024
University of Szeged	Hungaria	2024
Michigan State University	Amerika Serikat	2023
Rangsit University	Thailand	2023

University of Otago	New Zealand	2023
Michigan State University	Amerika Serikat	2023
Universitat Pompeu Fabra	Spanyol	2021
University of Szeged	Hungaria	2024
Shannon College of Hotel Management, University of Galway	Irlandia	2024
University of Portsmouth	Inggris	2022
The Pennsylvania State University	Amerika Serikat	2023
Technische Universität Dresden	Jerman	2024
Hanyang University	Korea Selatan	2023
Universiti Kebangsaan Malaysia	Malaysia	2024
Kalinga University	India	2024
Nanjing Xiaozhuang University	China	2021
Malaya University	Malaysia	2025
Universiti Kebangsaan Malaysia	Malaysia	2024
Anadolu University	Turki	2023
Rangsit University	Thailand	2023
Northeast Petroleum University	China	2024
University of Applied Science Hochschule Rhine-Waal	Jerman	2023
Japanese Red Cross Kyushu International College of Nursing	Jepang	2024

Nanjing Xiaozhuang University	China	2023
Universiti Kebangsaan Malaysia	Malaysia	2024
University of Melbourne	Australia	2024
Michigan State University	Amerika Serikat	2023
University of Sydney	Australia	2023
Canberra Institute of Technology	Australia	2024
Universiti Kebangsaan Malaysia	Malaysia	2024
Frankfurt School of Finance & Management	Jerman	2024
Universiti Malaya	Malaysia	2021
University of Zagreb	Croatia	2023
University Malaya	Malaysia	2022
University of Melbourne	Australia	2023
University of Melbourne	Inggris	2022
Universiti Kebangsaan Malaysia	Malaysia	2024
University of Melbourne	Australia	2023
University of Melbourne	Australia	2021
Buffalo University NYC	Amerika Serikat	2021
University of Melbourne	Australia	2022
University of Melbourne	Australia	2022
University of Melbourne	Australia	2022

University of Adelaide	Australia	2025
La Trobe College of Australia	Australia	2024
University of Pecs	Hungaria	2021
University of Melbourne	Australia	2022
University of Melbourne	Australia	2022
University of Melbourne	Australia	2022
Universiti Kebangsaan Malaysia	Malaysia	2023
Universiti Sains Malaysia	Malaysia	2024
Mahidol University	Thailand	2024
Institute Polytechnique UniLaSalle	Prancis	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
Universiti Kebangsaan Malaysia	Australia	2024
Keio University	Jepang	2023
Curtin University	Australia	2024
Nanjing Xiaozhuang University	China	2023
Lancaster University	Inggris	2023
Solbridge International School of Business	Korea Selatan	2024

University of Nottingham	Inggris	2022
National Taiwan University of Science and Technology	Taiwan	2024
Hanyang University	Korea Selatan	2023
National Taiwan University Science and Technology	Taiwan	2024
Universiti Kebangsaan Malaysia	Malaysia	2024
Middle East Technical University	Turki	2023
Yale University	Amerika Serikat	2023
Universiti Kebangsaan Malaysia	Malaysia	2024
Universiti Kebangsaan Malaysia	Malaysia	2024
Universiti Kebangsaan Malaysia	Malaysia	2024
Solbridge International School of Business	Korea Selatan	2024
Vytautas Magnus University	Lithuania	2023
Chulalongkorn University	Thailand	2024
Mahidol University	Thailand	2024
Mahidol University	Thailand	2024
Mahidol University	Thailand	2024
University of Adelaide	Australia	2024
Prince of Songkhla University	Thailand	2024
Mahidol University	Thailand	2024

Vytautas Magnus University	Thailand	2024
University of Adelaide	Australia	2024
University of Adelaide	Australia	2024
University of Adelaide	Australia	2024
University of Adelaide	Australia	2024
Universiti Kebangsaan Malaysia	Malaysia	2024
Mahidol University	Thailand	2024
Vytautas Magnus University	Lithuania	2024
Chulalongkorn University	Thailand	2024
Frankfurt School of Finance & Management	German	2024
Frankfurt School of Finance & Management	German	2024
Frankfurt School of Finance & Management	German	2024
Frankfurt School of Finance & Management	German	2024
Frankfurt School of Finance & Management	German	2024
Frankfurt School of Finance & Management	German	2024
Frankfurt School of Finance & Management	German	2024
University of Adelaide	Australia	2024
University of Adelaide	Australia	2024
University of Adelaide	Australia	2024
University of Adelaide	Australia	2024

Curtin University	Australia	2024
Hanyang University	Korea Selatan	2023
University of Nottingham	Inggris	2023
Vytautas Magnus University	Lithuania	2024
Curtin University	Australia	2024
Chulalongkorn University	Thailand	2024
Curtin University	Australia	2024
Hanyang University	Korea Selatan	2023
Curtin University	Australia	2024
Curtin University	Australia	2024
University of Adelaide	Australia	2024
Korea University	Korea Selatan	2024
Curtin University	Australia	2024
Curtin University	Australia	2024
Curtin University	Australia	2024
Hanyang University	Korea Selatan	2023
University of California	Amerika Serikat	2022
Curtin University	Australia	2024
Curtin University	Australia	2024
Curtin University	Australia	2024

National Taiwan Normal University	Taiwan	2024
Curtin University	Australia	2024
Chulalongkorn University	Thailand	2024
Universitat Pompeu Fabra	Spanyol	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Melbourne	Australia	2024
University of Waterloo	Canada	2024
University of Pisa	Italia	2024
Monash University	Australia	2024
Universiti Kebangsaan Malaysia	Malaysia	2024

Berapa durasi waktu program yang Anda ikuti tersebut?	Jenjang pendidikan saat mengikuti program?
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
lebih dari 1 semester	S1
1-3 bulan	S1
kurang dari 1 bulan	S1

1-3 bulan	S1
1-3 bulan	S1
kurang dari 1 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	Vokasi
1-3 bulan	S1
kurang dari 1 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S2
kurang dari 1 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1

3 bulan - 1 semester	S1
1-3 bulan	S1
lebih dari 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1

3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
kurang dari 1 bulan	S1
kurang dari 1 bulan	S1
1-3 bulan	S1
kurang dari 1 bulan	S1
3 bulan - 1 semester	S1
kurang dari 1 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1

lebih dari 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
kurang dari 1 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
kurang dari 1 bulan	S1
lebih dari 1 semester	S1
kurang dari 1 bulan	S1
3 bulan - 1 semester	S1

kurang dari 1 bulan	S1
kurang dari 1 bulan	S1
kurang dari 1 bulan	S1
lebih dari 1 semester	S2
kurang dari 1 bulan	S1
lebih dari 1 semester	S1
3 bulan - 1 semester	S1
lebih dari 1 semester	S2
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
lebih dari 1 semester	S2
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S1

1-3 bulan	S1
lebih dari 1 semester	S1
3 bulan - 1 semester	S2
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1

3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
lebih dari 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1

3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	Vokasi
1-3 bulan	S1
1-3 bulan	Vokasi
1-3 bulan	S1

1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	Vokasi
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	Vokasi
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1

3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
1-3 bulan	S1
1-3 bulan	S1
1-3 bulan	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1
3 bulan - 1 semester	S1

Apakah Anda memiliki pengalaman berkunjung/tinggal di luar negeri sebelum mengikuti program?	Berapa durasi terlama anda saat berkunjung/menetap ke luar negeri?
Tidak	belum pernah

Ya, saya pernah berkunjung ke negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu

Ya, saya pernah berkunjung ke negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 bulan hingga 3 bulan
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu

Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 3 bulan
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu

Ya, saya pernah berkunjung ke negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 3 bulan
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah

Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 3 bulan
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Tidak	belum pernah

Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah

Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 3 bulan
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 2 minggu hingga 1 bulan
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah

Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	kurang dari 1 minggu
Tidak	belum pernah
Ya, saya pernah berkunjung dan tinggal menetap di negara lain	lebih dari 1 bulan hingga 3 bulan
Tidak	belum pernah
Tidak	belum pernah
Tidak	belum pernah
Ya, saya pernah berkunjung ke negara lain	lebih dari 1 minggu hingga 2 minggu
Tidak	belum pernah
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SRI1	SRI2	SRI3	SRI4
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4	4	5	5
3	2	2	2
4	5	4	4

Appendix V SPSS Test Result

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	69	34.2	34.2	34.2
	Female	133	65.8	65.8	100.0
	Total	202	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	> 23 Years	20	9.9	9.9	9.9
	19	1	.5	.5	10.4
	20	8	4.0	4.0	14.4
	21	61	30.2	30.2	44.6
	22	85	42.1	42.1	86.6
	23	27	13.4	13.4	100.0
	Total	202	100.0	100.0	

Program Mobility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IISMA (Indonesian Internationa	75	37.1	37.1	37.1
	IISMA Co-Funding	15	7.4	7.4	44.6
	IISMA Entrepreneurship	52	25.7	25.7	70.3
	IISMA Vocational	12	5.9	5.9	76.2
	lainnya	11	5.4	5.4	81.7
	mitra perguruan tinggi/univers	37	18.3	18.3	100.0
	Total	202	100.0	100.0	

Funding Scheme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self Funded	14	6.9	6.9	6.9
	Partially Funded	41	20.3	20.3	27.2
	Fully Funded	147	72.8	72.8	100.0
	Total	202	100.0	100.0	

Home University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Institut Pertanian Bogor	2	1.0	1.0	1.0
	Institut Seni Indonesia	1	.5	.5	1.5
	Institut Teknologi Bandung	3	1.5	1.5	3.0
	Institut Teknologi Sepuluh Nop	2	1.0	1.0	4.0
	Politeknik Elektronika Negeri	1	.5	.5	4.5
	Politeknik Negeri Batam	1	.5	.5	5.0

Politeknik Negeri Jakarta	1	.5	.5	5.4
Politeknik Negeri Malang	1	.5	.5	5.9
Politeknik Negeri Semarang	1	.5	.5	6.4
Politeknik Negeri Surabaya	1	.5	.5	6.9
Politeknik Negeri Tanah Laut	1	.5	.5	7.4
Politeknik Pariwisata Batam	1	.5	.5	7.9
President University	1	.5	.5	8.4
Telkom University	1	.5	.5	8.9
Universita Muhammadiyah Yogyak	1	.5	.5	9.4
Universitas Ahmad Dahlan	3	1.5	1.5	10.9
Universitas Airlangga	14	6.9	6.9	17.8
Universitas Andalas	2	1.0	1.0	18.8
Universitas Bengkulu	1	.5	.5	19.3
Universitas Bina Nusantara	2	1.0	1.0	20.3
Universitas Brawijaya	4	2.0	2.0	22.3

Universitas Ciputra Surabaya	1	.5	.5	22.8
Universitas Dian Nuswantoro	1	.5	.5	23.3
Universitas Diponegoro	9	4.5	4.5	27.7
Universitas Gadjah Mada	19	9.4	9.4	37.1
Universitas Hasanuddin	2	1.0	1.0	38.1
Universitas Indonesia	18	8.9	8.9	47.0
Universitas Internasional Seme	1	.5	.5	47.5
Universitas Islam Indonesia	53	26.2	26.2	73.8
Universitas Jember	1	.5	.5	74.3
Universitas Katolik Indonesia	1	.5	.5	74.8
Universitas Kristen Petra	1	.5	.5	75.2
Universitas Kristen Satya Waca	1	.5	.5	75.7
Universitas Lampung	1	.5	.5	76.2
Universitas Muhammadiyah Malan	1	.5	.5	76.7

Universitas Muhammadiyah Purwo	1	.5	.5	77.2
Universitas Muhammadiyah Yogya	2	1.0	1.0	78.2
Universitas Mulawarman	2	1.0	1.0	79.2
Universitas Multimedia Nusantara	1	.5	.5	79.7
Universitas Negeri Malang	4	2.0	2.0	81.7
Universitas Negeri Surabaya	4	2.0	2.0	83.7
Universitas Negeri Surakarta	1	.5	.5	84.2
Universitas Negeri Yogyakarta	2	1.0	1.0	85.1
Universitas Padjajaran	2	1.0	1.0	86.1
Universitas Pakuan	1	.5	.5	86.6
Universitas Pelita Harapan	2	1.0	1.0	87.6
Universitas Pembangunan Nasion	3	1.5	1.5	89.1

Universitas Pendidikan Indones	4	2.0	2.0	91.1
Universitas Pradita	1	.5	.5	91.6
Universitas Prasetya Mulya	1	.5	.5	92.1
Universitas Riau	1	.5	.5	92.6
Universitas Sam Ratulangi	1	.5	.5	93.1
Universitas Sebelas Maret	3	1.5	1.5	94.6
Universitas Sriwijaya	1	.5	.5	95.0
Universitas Sultan Ageng Tirta	1	.5	.5	95.5
Universitas Sumatera Utara	2	1.0	1.0	96.5
Universitas Surabaya	1	.5	.5	97.0
Universitas Syiah Kuala	2	1.0	1.0	98.0
Universitas Trisakti	1	.5	.5	98.5
Universitas Udayana	3	1.5	1.5	100.0
Total	202	100.0	100.0	

Host University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Anadolu University	6	3.0	3.0	3.0
	Asia University	1	.5	.5	3.5
	Buffalo University NYC	1	.5	.5	4.0
	Busan University of Foreign St	1	.5	.5	4.5
	Canberra Institute of Technolo	1	.5	.5	5.0
	Chulalongkorn University	5	2.5	2.5	7.4
	Curtin University	15	7.4	7.4	14.9
	Frankfurt School of Finance &	8	4.0	4.0	18.8
	Guimaras State University	1	.5	.5	19.3
	Hanyang University	5	2.5	2.5	21.8
	Humboldt-Universitaet zu Berli	1	.5	.5	22.3
	Indonesian School of Davao	1	.5	.5	22.8

Institute Polytechnique UniLaS	1	.5	.5	23.3
Japanese Red Cross Kyushu Inte	1	.5	.5	23.8
Kalinga University	1	.5	.5	24.3
Kangwon National University	1	.5	.5	24.8
Keio University	2	1.0	1.0	25.7
Korea University	2	1.0	1.0	26.7
La Trobe College of Australia	1	.5	.5	27.2
Lancaster University	1	.5	.5	27.7
Leiden university	1	.5	.5	28.2
Mahidol University	6	3.0	3.0	31.2
Malaya University	1	.5	.5	31.7
Metropolia University of Appli	2	1.0	1.0	32.7
Michigan State University	4	2.0	2.0	34.7
Middle East Technical Universi	2	1.0	1.0	35.6

Monash University	2	1.0	1.0	36.6
Nanjing Xiaozhuang University	3	1.5	1.5	38.1
National Taiwan Normal University	1	.5	.5	38.6
National Taiwan University of	2	1.0	1.0	39.6
National Taiwan University Sci	1	.5	.5	40.1
National Yunlin University of	1	.5	.5	40.6
Northeast Petroleum University	1	.5	.5	41.1
Prince of Songkhla University	1	.5	.5	41.6
Prince Songkhla University	1	.5	.5	42.1
Rangsit University	2	1.0	1.0	43.1
Sapienza University of Rome	1	.5	.5	43.6
Saxion University of Applied S	4	2.0	2.0	45.5

Shannon College of Hotel Manag	1	.5	.5	46.0
Solbridge International School	5	2.5	2.5	48.5
Technische Universität Dresde	1	.5	.5	49.0
The Pennsylvania State Univers	1	.5	.5	49.5
The University of Edinburgh	1	.5	.5	50.0
The University of Sheffield	1	.5	.5	50.5
Ton Duc Than University	1	.5	.5	51.0
Universitat Pompeu Fabra	3	1.5	1.5	52.5
Universiti Kebangsaan Malaysia	14	6.9	6.9	59.4
Universiti Malaya	1	.5	.5	59.9
Universiti Sains Malaysia	1	.5	.5	60.4
Universiti Teknologi Mara	1	.5	.5	60.9
Universiti Tun Hussein Onn Mal	1	.5	.5	61.4

University Kebangsaan Malaysia	1	.5	.5	61.9
University Malaya	1	.5	.5	62.4
University of Adelaide	12	5.9	5.9	68.3
University of Applied Science	1	.5	.5	68.8
University of California	1	.5	.5	69.3
University of Limerick	1	.5	.5	69.8
University of Melbourne	38	18.8	18.8	88.6
University of Nottingham	1	.5	.5	89.1
University of Nottingham	2	1.0	1.0	90.1
University of Otago	1	.5	.5	90.6
University of Pecs	2	1.0	1.0	91.6
University of Pisa	1	.5	.5	92.1
University of Portsmouth	1	.5	.5	92.6
University of Sussex	1	.5	.5	93.1
University of Sydney	1	.5	.5	93.6
University of Szeged	2	1.0	1.0	94.6
University of Warsaw	1	.5	.5	95.0

University of Waterloo	1	.5	.5	95.5
University of York	1	.5	.5	96.0
University of Zagreb	1	.5	.5	96.5
Vytautas Magnus University	5	2.5	2.5	99.0
Woosong University	1	.5	.5	99.5
Yale University	1	.5	.5	100.0
Total	202	100.0	100.0	

Host Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Amerika Serikat	8	4.0	4.0	4.0
	Australia	70	34.7	34.7	38.6
	Belanda	5	2.5	2.5	41.1
	Canada	1	.5	.5	41.6
	China	4	2.0	2.0	43.6
	Croatia	1	.5	.5	44.1
	Finland	2	1.0	1.0	45.0

Hungaria	4	2.0	2.0	47.0
India	1	.5	.5	47.5
Inggris	10	5.0	5.0	52.5
Irlandia	2	1.0	1.0	53.5
Italia	2	1.0	1.0	54.5
Jepang	3	1.5	1.5	55.9
Jerman	11	5.4	5.4	61.4
Korea Selatan	15	7.4	7.4	68.8
Lithuania	4	2.0	2.0	70.8
Malaysia	20	9.9	9.9	80.7
New Zealand	1	.5	.5	81.2
Philipina	2	1.0	1.0	82.2
Polandia	1	.5	.5	82.7
Prancis	1	.5	.5	83.2
Spanyol	3	1.5	1.5	84.7
Taiwan	6	3.0	3.0	87.6
Thailand	16	7.9	7.9	95.5
Turki	8	4.0	4.0	99.5

Vietnam	1	.5	.5	100.0
Total	202	100.0	100.0	

Program Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2021	9	4.5	4.5	4.5
	2022	15	7.4	7.4	11.9
	2023	47	23.3	23.3	35.1
	2024	128	63.4	63.4	98.5
	2025	3	1.5	1.5	100.0
	Total	202	100.0	100.0	

Program Duration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Months	62	30.7	30.7	30.7
	3 Months – 6 Months	115	56.9	56.9	87.6
	<1 Months	15	7.4	7.4	95.0

>6 Months	10	5.0	5.0	100.0
Total	202	100.0	100.0	



Degree Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	182	90.1	90.1	90.1
	S2	5	2.5	2.5	92.6
	Vocational	15	7.4	7.4	100.0
	Total	202	100.0	100.0	

International Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	116	57.4	57.4	57.4
	Long stay	12	5.9	5.9	63.4
	Temporary visit	74	36.6	36.6	100.0
	Total	202	100.0	100.0	

Experience Duration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	116	57.4	57.4	57.4
	<1 Week	21	10.4	10.4	67.8
	1-3 Months	8	4.0	4.0	71.8
	1-2 Weeks	28	13.9	13.9	85.6
	2 weeks – 1 month	18	8.9	8.9	94.6
	>3 Months	11	5.4	5.4	100.0
	Total	202	100.0	100.0	

Appendix VI Image of the SMART PLS test framework

