STUDENT MOBILITY: FACTORS FOR CHOOSING INDONESIA AS A STUDY ABROAD DESTINATION

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Abstract

The Indonesian government encourages the process of internationalization of higher education by increaseing the number of foreign students studying in Indonesia. However, based on UNESCO student flow data in 2018, it can be concluded that Indonesia is not yet a popular study destination for students even in the ASEAN. Therefore it is necessary to investigate the factors that drive foreign students to choose Indonesia as their education location. The factors examined are: **Country Environment** *with sub variables perception about Indonesia, academic quality, environment (climate and weather), marketing programs, immigration process, opportunities to learn language and culture,* **Institutional characteristics** *with sub variable programs offered, significant others who influence country choice, creative capital, significant others who influence university selection, university academic quality, financial assistance/scholarships, interaction with lecturers and research topics, university location,* **City Location** *with sub variable diversity, level of tolerance and nondiscrimination factors. Data were collected through questionnaires to 106 foreign students studying in Indonesia. The data analysis technique used Principal Component Analysis (CPA). The results show that there are 2 new factors namely academic and scholarship factor and geographic and bilateral relationships factor that are considered by foreign students to choose Indonesia as their study destination.*

1. Introduction

Indonesia government encourages internalization program of higher education. One of them is increasing the target of foreign student studying in Indonesia. According to *students flow* data by UNESCO in 2018, it showed that Indonesia had not yet become a popular study destination for prospective students to pursue their higher education; even for prospective students coming from ASEAN to join an outbound program, as showed in the following table:

Table 1: *Destination Countries for Outbound Program proposed by ASEAN Students*

Malaysia	Egypt	Vietnam	Thailand	Myanmar	Brunei	Cambodia	Philippines	Singapore	Timor Leste	Indonesia
• UK • Australia • US	• Jordan	• US • Australia • Japan • France • UK	• US • UK • Australia • Japan • Egypt	• Thailand • Japan • US • Australia • Malaysia	• UK • Malaysia • Australia • Egypt • Saudi Arabia	• Thailand • Australia • France • US • Vietnam	• Australia • US • New Zealand • UK • Saudi Arabia	• Australia • UK • US • Malaysia • Canada	• Portugal • Brazil • Australia • Thailand • US	• Australia • US • Malaysia • UK • Japan

Source: http://uis.unesco.org/en/uis-student-flow

Based on the data above, it can be seen that there are only 3 (three) countries of ASEAN which have become study destinations for ASEAN students. They are Thailand, Malaysia, and Vietnam. However, according to the data of foreign students pursuing education in Indonesia in 2017, the top 3 (three) foreign students in Indonesia, based on the Ministry of Research, Technology and Higher Education data, are came by students from ASEAN countries, who were students from Timor Leste by 26.5%, Malaysia by 19.95%, and Thailand by 11.77%.

Referred to the Quaquarelli Simons (QS) data from 9 (nine) tertiary institutions included in the top 1000 QS WUR, the average number of foreign students studying at higher education in Indonesia is still at average 1% (one percent), as can be seen in the following table:

Table 2: *Average Number of Foreign Students in Higher Education in Indonesia*

No	Higher Education	Foreign Student (%)
1	Indonesia University	3 %
2	Padjajaran University	2%
3	Bandung Institute of Technology	2%
4	Gadjah Mada University	1%
5	Brawijaya University	0,6%
6	Bogor Agricultural Institute	0,1%
7	Airlangga University	0.4%
8	Diponegoro University	0.2%
9	Sepuluh Nopember Institute of Technology	0.4%
	Average	1.08%

Source: QS Data Accessed from https://www.topuniversities.com

The government has made initiative programs to encourage an increase in the number of foreign students in Indonesia, by designing Government to Government (G2G) cooperation development programs, fostering the quality of international program for International Office managers, as well as providing facilities and access for University to University (U2U) collaboration through various educational exhibitions and scholarship programs for foreign students to study in Indonesia.

Based on the pre-survey with open questions conducted to 20 (twenty) students studying in Indonesia, factors that encourage foreign students to choose Indonesia as their study destination are as follows:

Table 3: *Pre Survey Factors Indonesia as Study Destination*

No	Factors	Item	%
1	Indonesia	Indonesian people are polite	10%
		Learning bahasa Indonesia	10%
		Indonesia is a peaceful country	6%
		Indonesia has a good reputation	6%
		Indonesia as moslem biggest country	3%
		Indonesia is developing country	3%
		Indonesia reach of its culture	3%
		Indonesia is a beautiful country	3%
2	Scholarship	Indonesia offer scholarship	10%
3	Academic	Good quality of education	10%
4	Opportunity to work	Opportunity to work	3%
5	Politic	Politic stability	3%
		Diplomatic relationship with home country	3%
		Indonesia is member of ASEAN	3%
6	Living Cost	Affordable cost of living	3%
7	Distance	Close distance with home country	6%
8	Friend reference	Friend reference studied in Indonesia	3%
9	Climate	Good climate	3%
10	University partnership	Partnership between universities	3%
11	Experience	Get more experience	3%

The success of the government and universities in Indonesia in attracting foreign students to study in Indonesia will depend on the factors that encourage foreign students to choose Indonesia as the destination country for their education. Accordingly, the purpose of this research is to investigate the factors that encourage foreign students to choose Indonesia as a study destination country and the dominant factors that are considered by foreign students in choosing Indonesia as their education location.

2. Literature Review

2.1 Internationalization

Internationalization is commonly used in education to explain the existence of borderless, transnational, cross border and trade in education services (Tindaon, 2015). Knight, (2012) defined internationalization of higher education as a process of international/interdimensional integration into the teaching, research and community services of institutions. Thus, the internationalization of higher education can be interpreted as a process that must be conducted by higher education to integrate international components into the *tridharma* activities of higher education (teaching, research and community service).

Knight, (2012), assumed that internalization has two major pillars, named inbound and outbound activity. *"The conceptualization of internationalization as having two interdependent pillars – 'at home' and 'abroad'. The 'at-home' concept has been developed to give greater prominence to campus-based strategies, given the recent heightened emphasis on international academic mobility. At Abroad or cross border Cross border education refers to the movement of people, programs, providers, policies, knowledge, ideas, projects and services across national boundaries.*

Cross border education promotes student mobility of student's accross countries. American Council of Education (ACE) defines student mobility refers both to the outward flow of domestic students to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, (Accessed from https://www.acenet.edu/). Council (2006) cited in Wells (Wells, 2014) defined students mobility as a period of learning abroad (formal and non-formal), or mobility undertaken by individual young people or adults, for the purposes of formal and non-formal learning and for their personal and professional development.

2.2 Study Abroad Motivation

Some researchers argue that students are motivated to study abroad by personal and professional skills' development, career opportunities, leisure, relaxation and other benefits, (Stone and Petrick, 2013, Vossensteyn et al, 2010 in Lesjak *et al* 2015). Besides, personal growth

encompasses all elements that can enhance self-confidence, self-reliance and widening one's horizon through meeting and experiencing new people and environments within diverse cultures (Ingraham and Peterson, 2004 cited in Lesjak *et al,* 2015). In addition, economic situation, educational opportunities and quality as well as other factors such as gender, level of degree and major are some factors influecing student motivations as well (Daly 2011, cited in Lesjak *et al*, 2015). Moscardo *et al* (1996) cited in Lesjak *et al*, 2015 said that activities are major motivators for destination choice.

2.2.1 Factor Influencing Student to Study Abroad

McMohan (1992) assumed that the student flow was dependent on the level of economic wealth, the degree of involvement of the developing country in the world economy, the priority placed on education by the government of the developing country and the availability of educational opportunities in the home country. McMohan also added that *push factors* influlencing student to study abroad was per capita income in the home country, the price or cost of education, the education opportunities available in the home country and the expected benefits of studying abroad.

Mazzarol (2002) identified 6 (six) "*pull factors*" influencing students to study abroad, including: knowledge and awareness of the host country, personal recommendations that the study destination receives from parents, relatives, friends and other 'gatekeepers' prior to making the final decision, "cost issues", including the cost of fees, living expenses, travel costs and social costs, such as crime, safety and racial discrimination, the environment, which related to perceptions about the study "climate" in the destination country, as well as its physical climate and lifestyle geographic proximity, which related to the geographic (and time) proximity of the potential destination country to the student's country, social links, which related to whether a student has family or friends living in the destination country and whether family and friends have studied there previously.

In addition, Mazzarol (2002) added "*Full factors*" which attracts students to choose a country as a place of education, as follows: "Institution's reputation for quality "Market profile, "Range of courses", "alliances or coalitions", "offshore teaching programs", "Staff expertise", "Degree of innovation", "Use of information technology", "Resources", "Size of the alumni base", and "Promotion and marketing efforts". Moreover, Novak et al, (2013) mentioned 4 (four) factors which attract student to choose a country as a place of education, including standard living, language, the university climate, and peer influence.

2.2.2 Factor Influencing Student to Choose an Education Location

Location is associated with useful information that influence the decision of an international student to choose a study destination location, where the complete knowledge about the study destination gives a different result (Shanka, Quintal and Taylor, (2005) cited in Jupiter et al. (2017)). There are five factors influencing in choosing a country: *"Countries that considered of*

interest refers to the good reputation of a country in terms of security and openness of local communities to accept the international students" (Chen and Zimitat, 2006; Bodycott, 2009 cited in Jupiter et al. (2017), *"Institutions image have a direct impact on students decision-making when choosing a foreign educational institution"* (Mazzarol, 1998, Mazzarol, Soutar and Sim, 2003, (Verbik & Lasanowski, 2007)*"While the contemporary program that is versatile can be a major factor that is capable of attracting international students when making their selection"* (Bodycott, (2009) cited in Jupiter et al. (2017), *"teaching language and learning is a key factor influencing the decision to choose a program and study destination"*, *"World-class learning environment is an important element in the selection of the study destination country"* (Mazzarol, Soutar and Sim, 2003), *"a country with a low cost of living, would be an option for students who do not have substantial financial support"* (Landes (2008) Parafianowicz (2009) Petruzzellis and Romanazzi (2010) cited in Jupiter et al. (2017).

2.2.3 Factor Influencing Student to Choose Educational Institution

Mohar, *et al* (2008) identified several factors influencing student in choosing educational institution into **Very Important Attribute** such as: *Availability of required program at the university/college*, *Academic reputation of the university/college, Quality of the faculty/lecturers*, *Financial assistance offered by the university/college.* **The moderately important attributes** *such as University/college being part of a larger industrial group, Location of the university/college, Opportunity to work part time while studying, Cost of tuition, Admission procedure,* and *Mode of teaching.* **The least expected items** *such as International recognition of the university programs, Type of university/college [public/private], Affiliation or collaboration with a foreign university, Employment assistance provided by the university/college, Impression from campus visits, Friends/relatives/teachers recommendations,* and *Promotional activities of the university/college.*

Perna (2006) developed conceptual model of collage choice where there are 4 (four) layer influencing student in choosing the higher aducation, including the individual habitus, school dan community context, the higher education context and the broader social, economic, and policy context.

Chen (2007) also developed *Chen's Synthesis Model* which was developed by combining *three phase model,* previously developed by Hosler dan Gallapher (2006) and *push and pull model* developed by Mazzarol and Soutar (2002). There are 3 (three) stages that students face in deciding to choose study abroad: *deciding on a school at home or abroad*, *choosing the destination country* and *then the educational institution.* At each stage, they will be influenced as well by three domain factors namely *student characteristics*, *significant others' influence*, and *push - pull external factor.*
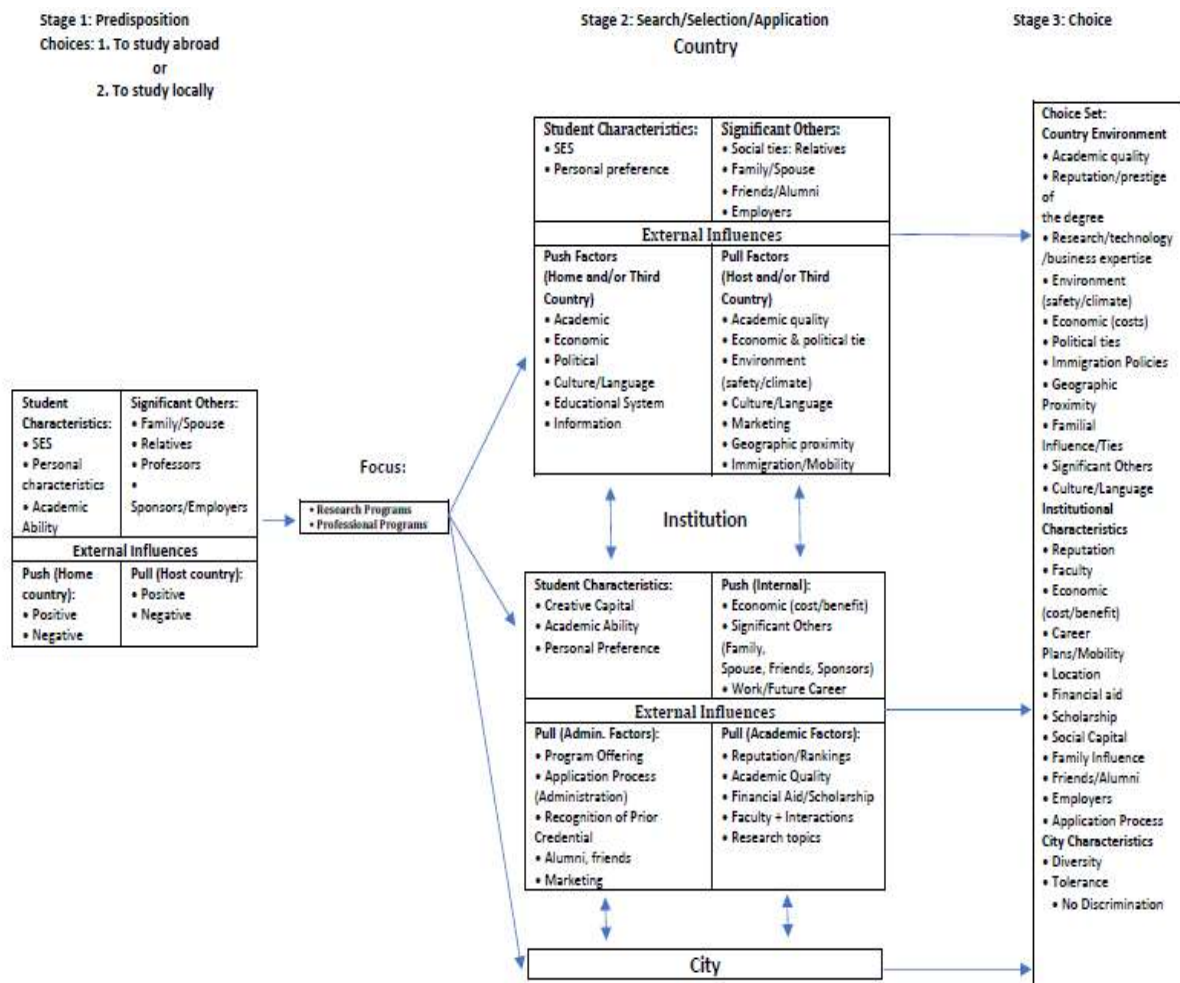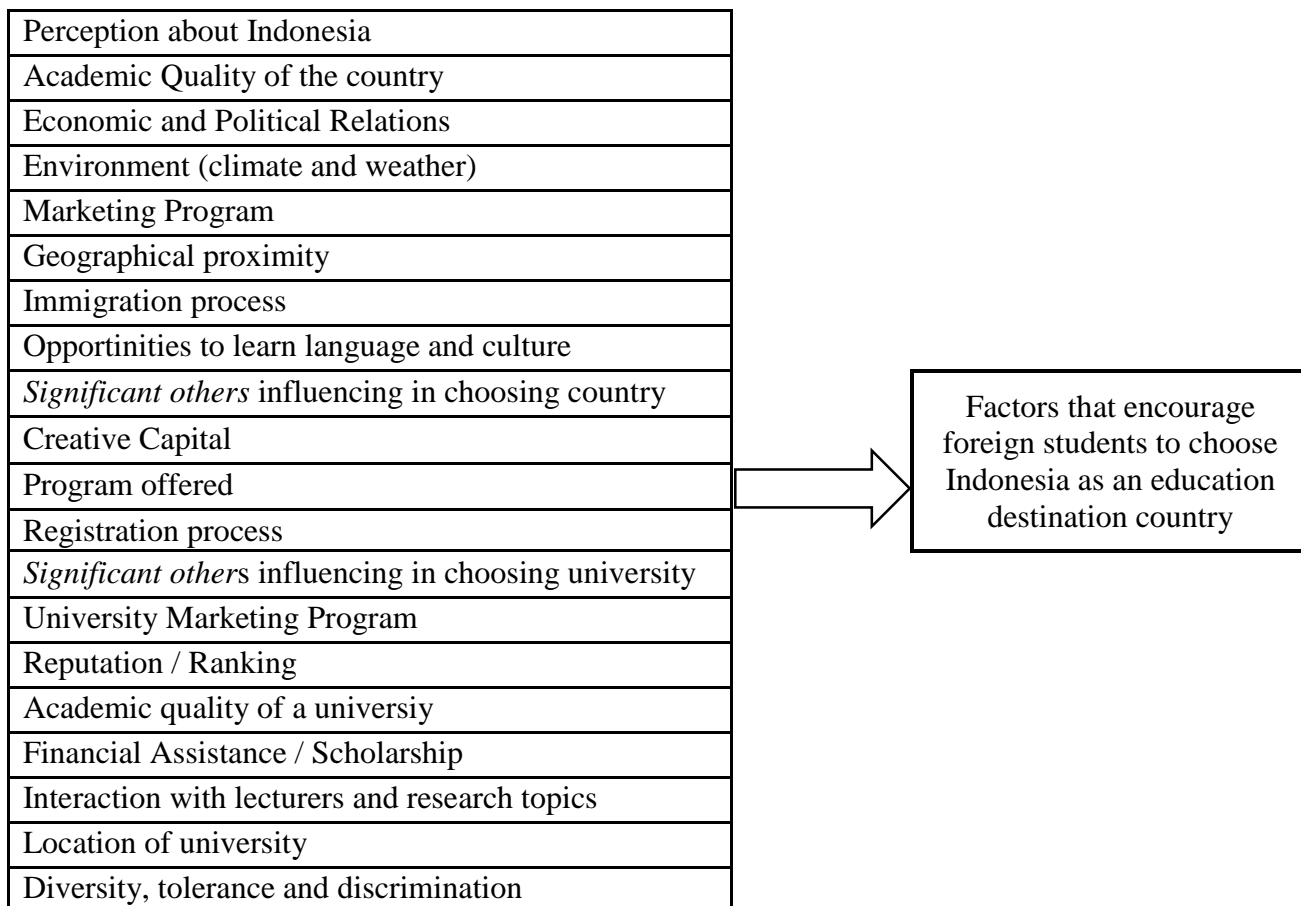
Figure 1: *Chen's Modified Synthetic Model* (Chen, 2007)

3. Framework

The research framework used the reference of *Chen's Synhetic Model,* limited by choosing country process. The factors chosen were broadly drawn from Country environment, Institutional character and City Location variables by analyzing the following factors:

Perception about Indonesia
Academic Quality of the country
Economic and Political Relations
Environment (climate and weather)
Marketing Program
Geographical proximity
Immigration process
Opportinities to learn language and culture
Significant others influencing in choosing country
Creative Capital
Program offered
Registration process
*Significant other*s influencing in choosing university
University Marketing Program
Reputation / Ranking
Academic quality of a universiy
Financial Assistance / Scholarship
Interaction with lecturers and research topics
Location of university
Diversity, tolerance and discrimination

Factors that encourage foreign students to choose Indonesia as an education destination country

4. Methodology

The data collection method was conducted through distributing questionnaires to 106 foreign students who were studying in Indonesia. Questions were divided into 3 (three) large groups namely country environment, institutional characteristics and city location with a total of 20 (twenty) variants with 76 (seventy-six) items. Questionnaire was developed based on the literature review of Chen (2007), Mazzarol and Soutar (2002), Hossler and Galapher (1987), and questionnaire that had been previously developed by Son (2011).

The measurement scale used in this study was ordinal, with a Likert scale. This research used software SPSS 25. While for the analysis technique, this research used *Exploratory Factor Analysis* to find out what factors encourage foreign students to choose Indonesia as their location of study.

4.1 Findings

4.1.1 Respondent

Respondents came from 32 countries with the largest percentage from Malaysia 22%, Timor Leste 12%, Madagascar 11%, China 6%, Netherlands, Cambodia, Vietnam, Thailand 4%, Tajikistan 3%, Afghanistan, Bangladesh, Philippine, Kenya, Libya, Tanzania 2% each, Algeria, Bulgaria,

Colombia, Gambia, Japan, Laos, Mexico, Egypt, Myanmar, Nigeria, Pakistan, France, Sudan, Yemen and Zimbabwe 1% each.

Based on the program taken, the majority of respondents were 36% masters, 28% bachelor, 22% student exchange, 13% Darmasiswa (students learning Indonesian language and culture) and 1% doctoral. In term of education funding, the majority continued their education with scholarship by Indonesia Government 35%, self-funding 24%, scholarship by sending institution 15%, half self-funded 10%, scholarship by home institution 9%, and scholarship by home country government 7%.

4.1.2 Result

Factor analysis was used to construct a new factor influencing international student choosing Indonesia as a study abroad destination. Bartlett's Test of Sphericity and Kaeser Mayer Olkin (KMO) *measure of sampling Adequacy* are both used to determine the factorability of the matrix as a whole. The result value is 0.932 whis is greater than 0.6. Based on the result, it is appropriate to proceed to factor analysis.

Table 4: *KMO and Bartlett's Test*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	1763.747
	df	190
	Sig.	.000

Source: SPSS Results

4.1.2.1 Factoring and Rotation

After all variables have a sufficient value, then the next step is factoring, whis is extracting the variables that already exist, thus one or several factors are formed.

Communalities Table

Communalities table is used to show how significant a variable can show the factors formed.

Table 5: *Communalities*

Communalities		
	Initial	Extraction
Perception about Indonesia	1.000	.624
Academic quality	1.000	.704
Economic and political relation	1.000	.610
Environment (climate and weather)	1.000	.407
Marketing Program	1.000	.738
Geographical proximity	1.000	.612
Immigration process	1.000	.339
Opportunities to learn language and culture	1.000	.434

Significant Others	1.000	.731
Creative Capital	1.000	.469
Program offered	1.000	.714
Registration process	1.000	.746
University Significant Others	1.000	.735
University Marketing Program	1.000	.689
Reputation / Ranking	1.000	.661
Academic quality of a universiy	1.000	.838
Scholarship	1.000	.672
Interaction with lecturers and research topics	1.000	.774
Location of university	1.000	.751
Diversity, tolerance and discrimination	1.000	.449
Extraction Method: Principal Component Analysis.		

Source: SPSS Result

According to the table above, it can be seen that the extraction value in Perception about Indonesia is 0.624 means that 62.4% of the variance of the Perception about Indonesia indicator can be explained by the factors formed, as well as with other variables.

Total Variance Explained

Determination of the number of factors needed to represent the variables to be analyzed is based on the magnitude of the eigenvalue and the percentage of the total variance. It is only factors that have an eigenvalue ≥ 1 are retained in the factor analysis model, while others are excluded in the model.

Based on the following table, it can be seen that there are 20 (twenty) variants included in the factor analysis, and based on Eigenvalues of more than 1, there are 2 (two) factors formed. Furthermore, to find out the distribution of 20 (twenty) items in the 2 (two) factors above, rotation is performed using the varimax method.

Table 6: *Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.334	56.668	56.668	11.334	56.668	56.668	7.355	36.773	36.773
2	1.366	6.830	63.498	1.366	6.830	63.498	5.345	26.725	63.498
3	.962	4.808	68.306						
4	.876	4.379	72.685						
5	.811	4.056	76.742						
6	.759	3.795	80.536						
7	.657	3.285	83.821						
8	.464	2.320	86.141						
9	.411	2.056	88.197						
10	.383	1.913	90.110						

11	.351	1.757	91.867						
12	.300	1.501	93.368						
13	.256	1.282	94.649						
14	.238	1.191	95.840						
15	.188	.939	96.778						
16	.170	.848	97.626						
17	.154	.771	98.397						
18	.137	.685	99.082						
19	.100	.501	99.583						
20	.083	.417	100.000						
Extraction Method: Principal Component Analysis.									

Source: SPSS Results

Component Matrix

Component Matrix is the result of data processing which shows the distribution of 20 (twenty) variants of the two factors formed. The number in the component matrix table is a loading factor. Factor loading is the large correlation between a variable with a newly formed factor.

Table 7: *Component Matrix*

	Component	
	1	2
Perception about Indonesia	.785	-.094
Academic quality	.781	.306
Economic and political relation	.628	.464
Environment (climate and weather)	.618	.158
Marketing Program	.806	.297
Geographical proximity	.544	.562
Immigration process	.581	.037
Opportunities to learn language and culture	.622	-.217
Significant Others	.834	.189
Creative Capital	.681	.075
Program offered	.833	-.142
Registration process	.846	-.172
University Significant Others	.850	.115
University Marketing Program	.814	.164
Reputation / Ranking	.808	-.093
Academic quality of a universiy	.895	-.196
Scholarship	.755	-.319
Interaction with lecturers and research topics	.832	-.288
Location of university	.758	-.420
Diversity, tolerance and discrimination	.647	-.175
Extraction Method: Principal Component Analysis. a. 2 components extracted		

Source: SPSS Results

The process of determining which variables will include into factors 1 and 2 is conducted by comparing the magnitude of the correlation in each row.

Factor Rotation

Rotated Component Matrix

Rotation is employed by rotating (in a clockwise or counterclockwise direction) two factors that have not been rotated. Rotation can be conducted in a way that is Orthogonal and Oblique. The results of rotation are as follows:

Table 8: *Rotated Component Matrix*

	Component	
	1	2
Perception about Indonesia	.667	.423
Academic quality	.412	.731
Economic and political relation	.194	.757
Environment (climate and weather)	.380	.513
Marketing Program	.437	.740
Geographical proximity	.067	.780
Immigration process	.427	.396
Opportunities to learn language and culture	.619	.225
Significant Others	.527	.674
Creative Capital	.480	.488
Program offered	.736	.416
Registration process	.765	.402
University Significant Others	.586	.626
University Marketing Program	.527	.641
Reputation / Ranking	.685	.438
Academic quality of a universiy	.817	.414
Scholarship	.787	.230
Interaction with lecturers and research topics	.826	.302
Location of university	.853	.153
Diversity, tolerance and discrimination	.612	.273
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 3 iterations.		

Source: SPSS Result

The table above shows the distribution of variants that have been extracted into factors formed based on their respective loading factors after the rotation process.

Factor Interpretation

Based on the results of the factor analysis, there are 2 (two) new factors which are formed with new variables in it. Grouping is based on factor loading values. The following is new factors are formed:

Table 9: *Component of New Factors*

Factor	Variable	*Factor Loading*
Factor 1	Location	0,853
	Interaction with lecturers and research topic	0,826
	Academic quality of a university	0,817
	Scholarship	0,787
	Registration Process	0,765
	Program Offered	0,736
	Reputation / Ranking	0,685
	Perception about Indonesia	0,667
	Opportunities in learning language and culture	0,619
	Diversity, tolerance and discrimination	0,612
	Immigration process	0,427
Factor 2	Geographical proximity	0,780
	Economic and political relation	0,757
	Marketing Program	0,740
	Academic Quality of the country	0,731
	Significant Others in choosing a country	0,674
	University marketing program	0,641
	Significant Others in choosing a university	0,626
	Environment (climate and weather)	0,513
	Creative Capital	0,488

New Factor

The next process conducted in this research is the naming of new factors formed by sorting the loading factors of each variable from the largest number to the smallest in each component. According to Ghozali (2011: 399) Giving a new name for each factor is subjective. Sometimes the variable that has the highest factor loading value is used as the new factor name.

Table 10: *New Factors*

Factor	Name of Factor	Contribution
Factor 1	Academic and scholarship factor	56,668
Factor 2	Geography and bilateral relationship factor	6.830
Total		63.498

Source: Data Processed

Based on the table above, it can be seen that the two new factors formed can explain 63.489% of the variability of the 20 variables studied and the rest cannot explain the variability of 36,502% because they do not contribute significantly to the variables studied.

Component Transformation Matrix

The Component transformation matrix results are as follows:

Table 11: *Component Transformation Matrix*

Component Transformation Matrix		
Component	1	2
1	.775	.632
2	.632	.775
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		

Source: SPSS Result

According to the table above, it appears that the numbers that exist in the diagonal between component 1 and component 2 with 2, have values above 0.5, which are 0.775 and 0.775. It proves that the two factors formed are appropriate, because they have a high correlation.

5. Result Finding and Implication

5.1 Result Finding

According to Eder, Smith, & Pitts, (2010) , the study abroad decision includes a complex set of factors including the decision to explore study abroad, which country to choose, and which institution to choose.

Reffering to table 4.10, the choice of Indonesia as an education destination country is related to 2 (two) factors. The first factor is academic and scholarship factors, and the second one is geographical and bilateral relationship.

Academic factors and scholarships consist of 11 (eleven) variables that form the first factor (academic and scholarship factors); 5 (five) variables related to academics which are interactions with lecturers and research topics, university academic quality, registration process, programs offered, reputation and ranking, and 6 (six) Indonesian characteristics, which are location, perceptions about Indonesia, the opportunity to learn Indonesian language and culture, diversity, culture, and non-discrimination guarantees, the immigration process and financial assistance / scholarships. This is in line with the pre survey result Indonesia are academic matter and scholarsip assistance.

This finding confirm that academic quality play important role in attracting international students as also in other countries such United Kingdom, "*there is also a statistically significant association between the academic status of a university and the size of the foreign student*

population" (Findlay, 2010). Chen (2007) identified that academic reputation/quality graduate education played the significant role in the final enrolment of Canadian graduate school. Son (2012) also confirmed the reason that international students choose specific South Korean institution most strongly related to academic pulling factors such quality, reputation dan ranking of program or university.

Scholarships and financial assistance are very important consideration in considering Indonesia as study destination. This is in line with 81% (eighty-one percent) of respondents confirming that students pursue education in Indonesia by the help of scholarships, including scolarship from the Indonesian government, the home country government, and their educational institutions.

Findings confirm that geographical proximity is consider by international student, "for most students, the presence of family or friends studying in a particular host country was important" (Mazzarol & Soutar, 2002). Cao, Zhu, & Meng, (2016) also said that 'Geographical distance' emerged as a significant unfavourable pull factor for Chinese students to mobility.

5.1 Recruitment of International Student

Recruitment is an effort with objective of enrolling student to specific institution. Based on result findings it is important for Indonesian Government and universities to notes that when International students choose Indonesia as their study destination, "Academic and scholarship factor" played the most crucial role following with "Geography and Bilateral Relationship Factor".

Since Academic and scholarship factor are the most important factors Higher Education should take into consideration improving the core aspect of quality, reputation, and ranking of the program and university both national and international. Opportunity to learn Bahasa Indonesia is also value added to students.

In addition to the many scholarship programs that have been provided by Indonesian Government such KNB and Darmasiswa, and scholarships given directly by Higher Education Institution directly to students, the Government and Higher Education Institution should proactively pursue the opportunities to host funded students by working closely with scholarship institution.

Higher Education Institution in Indonesia can portfolio approach to international recruitment framework. This framework consists of two tactics that efficiently utilize institutional resources to achieve recruitment goals. (Choudaha, 2016).

Portfolio of countries	Institutions should recruit in emerging markets
Portfolio of practice	financial relationships and engagement strategies that help institutions increase their opportunities when recruiting from emerging markets

Figure 2: A Portfolio Approach to International Recruitment

The first step Higher Education Institution in Indonesia should determine which countries will be targeted as emerging market and build a portfolio of countries with a mix of growth and risk (**Portfolio of countries**). Second set **Portfolio of practice** for targeted emerging markets as shown below:

Financial Relationships	Engagement Strategies
• Exercise institutional relationships to tap into sources of funding. • Offer institutional scholarships strategically.	• Partner with foreign institutions for enhancing visibility and deeper relationships (e.g. dual degree programs). • Engage with potential, current and former students through social media to improve word-of-mouth and brand recognition.

Figure 3: A Portfolio of Practices for Targeting Emerging Markets

6. Conclusion

This research focusing on factors that influencing international students for choosing Indonesia as study abroad destination. Based on the factor analysis, from 20 (twenty) variants being processed, there are 2 (two) new factors that encourage international students to choose Indonesia as study destination, namely Academic and Scholarship Factor and Geography and Bilateral Relationship Factor.

Government and Higher Education in Indonesia should should determine which countries will be targeted, promote and improve the core aspect of quality, reputation, and ranking of the program and university both national and international and provide mix of programs such scholarship / financial assistance and involving alumni or student influencer in their marketing programs.

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