

DOI: <https://doi.org/10.38035/dijefa.v7i4><https://creativecommons.org/licenses/by/4.0/>

Received: 26 September 2026 | Revised: 09 October 2026 | Accepted: 18 October 2026

A Study on Indonesian Student Satisfaction and Revisit Intention in International Academic Mobility

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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.

INTRODUCTION

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).

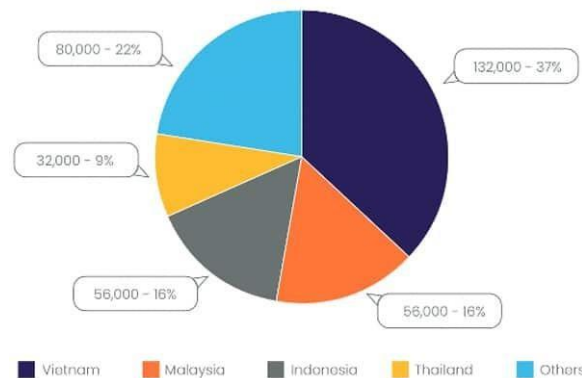


Figure 1. Southeast Asian enrolments in institutions abroad, for selected markets, 2021/22.

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

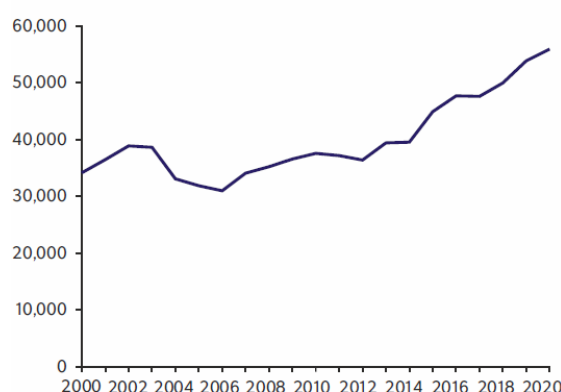


Figure 2. Indonesia Student Mobility Dashboard

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.



Figure 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.

METHOD

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. 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. The sampling technique used is purposive sampling. The data analysis technique used is validity test, reliability test, multicollinearity test, path analysis, coefficient determination (R^2), and Q square (Q^2).

RESULTS AND DISCUSSION

Outer Model Result

Instrument Quality Test

Table 1. 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
	SR14	0,885	Valid

Source: Primary Data Processed, 2025

Table 2. Validity Convergent AVE Result

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 3. Reliability Result

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 1 & Table 2 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. 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

Validity Test

Table 5. 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
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 6. Convergent Validity AVE Result

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 7.

Table 7. Discriminant Validity of Construct (Fornell-Lacker 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 8.

Table 8. 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 8. 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.

Reliability Test

Table 9. 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 9. 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.

Inner Model Result

Multivollinearity Test

Table 10. Multivollinearity 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

Path Coefficient (Path Analysis)

Table 11. 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

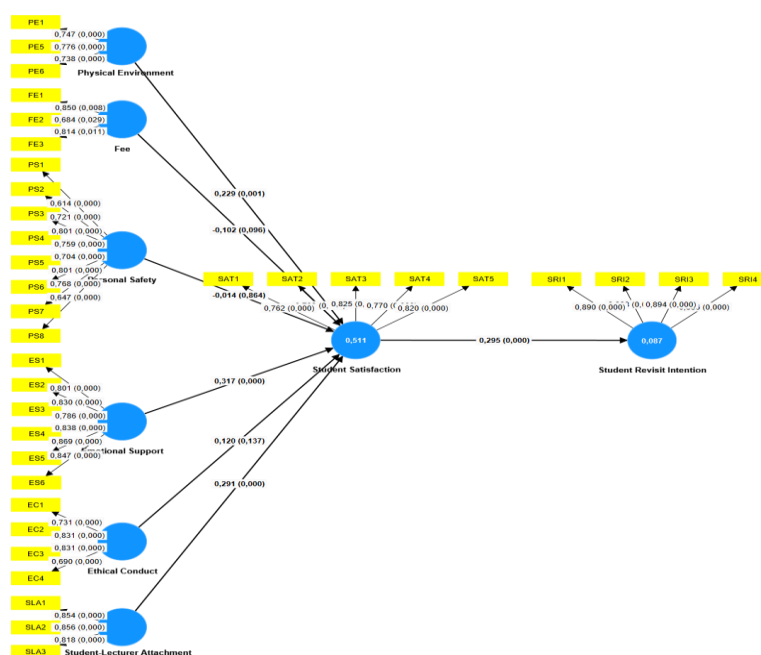
Source: Primary Data Processed, 2025

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.



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 12. R Square Results

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

Source: Primary Data Processed, 2025

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 13. Q Square Results

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

Source: Primary Data Processed, 2025

Discussion

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.

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.

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.

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.

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.

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.

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.

CONCLUSION AND RECOMMENDATIONS

Conclusion

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.

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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