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Migration Infrastructure in International Student Mobility: Pattern, Form and Implementation at University of Mataram

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Abstract

This research investigates how migration infrastructure facilitates worldwide student mobility within the broad scope of higher education internationalization, together with a specific focus on Universitas Mataram, Central Eastern Indonesia. Despite the push for international education through National KPI Universities (IKU), universities in peripheral regions often face significant architectural obstacles to access the above opportunities. Taking the notion of migration systems, the study examines the ways in which institutional arrangements, actors, and practices interact to shape student mobility experiences. By using migration infrastructure concept, Student mobility and internationalization the analysis shows that during internationalization efforts to facilitate cross-border connectivity, their results are unevenly distributed. The occurrence of Universitas Mataram reveals the same constraints and the development of the building of the local educational migration nerve pathway. This study found three-part analysis: a) migration infrastructure for student mobility at University of Mataram, b) pattern and form of student mobility, c) Adaptation of internationalization of higher education by supporting migration infrastructure at University of Mataram. These discoveries add to our understanding of the ways in which peripheral higher education institutions are able to negotiate national mandates and local difficulties to participate equally at global level.

Key Words

Migration infrastructure, student mobility, internationalization, higher education, University of Mataram.

1. Introduction

Globalization of higher education has redefined how expertise is produced, exchanged, and dispersed across borders. Universities are increasingly integrated into multinational scholastic networks aiming not only at institutional development but also at validity and competitiveness close to the international level (De Wit & Altbach, 2020; Richards, 2019). Student mobility, as a key mechanism for promoting intercultural understanding, wisdom transfer, and global collaboration, is particularly highlighted in this direction.

The student mobility has an academic, traditional, and financial dimension because it includes individuals as well as their context and geography. Self-development experiences support the flexibility system in oneself. On the other hand, the agility method also creates infrastructure migration in the expression college, which has provocative communal and

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economic findings (Lin et al., 2017). The establishment of the Education Migration Infrastructure to support student agility and knowledge exchange is of particular importance within that framework. These infrastructures include structures, actors, regulations, and networks that provide students with cross-border guidance (Gleason, 2018).

The creation of educational migration infrastructure offers a basic framework that helps academics and students to be more mobile therefore facilitating the flow of knowledge, culture, and experiences. Learned from the European Union with more than 30 years' experience on student connectivity around the region (Erasmus, 2025), the program promotes transformative policy toward inclusive education and job market (Nada & Legutko, 2022). EU has built in migration infrastructure for interregional mobility such as policy in highest EU level, exchange student inbound and outbound under Erasmus + program for implementation of Sustainable Development Goals (Nogueiro et al., 2022). There were 2.214.161 international student around European union, it was the highest number compare to other region (TIME, 2021).

Indonesia, as one of EU partner for student mobility, adopt the concept of Erasmus + into Merdeka Belajar Kampus Merdeka (MBKM). The MBKM program encompasses many student mobility initiatives, including the Indonesia International Student Mobility Awards (IISMA), International Internship, and Independent Student Mobility, all established by Memoranda of Understanding among universities (DIKTI KEMENDIKBUD, 2024). The objective of these program is primarily to achieve the National Key Performance Indicator or Indikator Kinerja Utama (IKU) for universities by improving independent program based on IKU (Herianto et al., 2024). Related to student mobility, the second IKU point aims to enhance student accomplishment, particularly through international student mobility, which is closely linked to IKU 6 concerning partnerships with international institutions (Kemendikti, 2020). International achievements yield a higher score than national achievements, particularly for student and professor exchanges and the enhancement of IKU rankings. At the national level, this IKU achievement has garnered prizes from the Indonesian Ministry of Research and Higher Education for universities demonstrating exemplary performance, thereby motivating all institutions to competitively attain their maximum IKU ratings, especially in internationalization of institution.

The Merdeka Belajar Kampus Merdeka (MBKM) policy has been applied throughout all areas in Indonesia, including peripheral areas such as Mataram and west Nusa Tenggara. In response to this policy, the Universitas Mataram has planned to improve its Indikator Kinerja Utama (IKU), which has been recognized as the 3rd best institution of higher education in Indonesia (NTB Pos, 2024). As the current achievement exemplifies the overall aim of the MBKM policy, the realization of it reveals architectural disparity among the finest teaching establishments in Java and those located in other distant alternatively developing regions.

Overseas large global collaborations, higher capital inflows, and proximity to national policy alliances frequently benefit the University of Java and other urban centers. By contrast, institutions such as Universitas Mataram have a significant corporate roadblock, including restricted financial resources, geographic isolation, and restricted access to international collegiate relationships (Tilak & Kumar, 2022). This disparity prevents the full realization of the MBKM second objective in less-centralised districts.

The current imbalance is particularly apparent in international student agility activities under MBKM, similar to the Indonesia International Student Mobility Awards (IISMA). For instance, in 2024, Universitas Indonesia, which is located in Jakarta, successfully assisted 353 students to outbound mobility (CIL Universitas Indonesia, 2024). Similarly, Universitas Mataram could send two students abroad under the same scheme (OIA Unram, 2024a). The ongoing infrastructure and administrative challenges encountered by universities outside Java, coupled with the current

pronounced disparity, do not merely indicate the inequalities in institutional capacity to engage in international activities.

This problem represents underlying structural and institutional difficulties impeding the accomplishment of complete internationalization (Nada & Legutko, 2022), not only numerical data. The consequences of this disparity include the underrepresentation of students from peripheral areas in international scientific discussions, the concentration of multinational educational links in core area of Indonesia, and the lack of opportunities for fair wisdom dissemination in Indonesian higher education. These challenges, as well as Indonesia's corporate capacity, to contribute meaningfully to the global intellectual dialogue, reinforce the existing inequalities within the limits of the domestic learning structure.

Despite these obstacles, Universitas Mataram has calculated the possibility of emerging as a regional scholarly movement center, particularly due to its geographical proximity to Southeast Asian and Pacific countries such as Malaysia, Timor Leste, and Australia (OIA Unram, 2024a). Moreover, Unram has emerging academic strengths in the plains, similar to tourism, marine science, rural evolution, migration issue and renewable sources of livelihood – areas highly linked to regional development aspirations. These characteristics, provided they are properly exploited, could position Unram as a central player in promoting South-South university collaboration and the mobility nervous pathway.

Universitas Mataram, in response to these obstacles and opportunities, undertakes institutional efforts to accelerate independent agility and reduce the gap with a larger, more reliable university in Indonesia. The establishment of 13 international class programs and the expansion of international flexibility projects below the Institute's internationalization platform (INDEEP Unram, 2024) are among these actions. The above-mentioned planned interventions show a commitment to build a resilient educational migration backbone that can contribute to the long-term goal of fair and green internationalization.

Given these conditions, this study poses the following research questions: 1. How is academic migration infrastructure structured implemented at Universitas Mataram? 2. What are the forms and patterns of student mobility emerging from Unram? 3. To what extent is the internationalization process at Unram shaped by national policies versus local institutional initiatives?

2. Literature Review

2.1. Migration Infrastructure

Migration infrastructure includes a variety of policies, facilities, and social networks that facilitate or hinder the movement of individuals, whether for educational, economic or social purposes (Lin et al., 2017). Several studies highlight the role of migration infrastructure in shaping migrant experiences and opportunities in complex global systems. Successful infrastructure mobility in educational migration can be reflected through the Indonesian International Student Mobility (IISMA) program which is part of the MBKM policy which aims to improve the quality of education and introduce Indonesian culture in the international world (Kristiana & Benito, 2023). The infrastructure that supports this program includes immigration policies that are flexible, support services for international students as well as collaboration between educational institutions and the government. Moreover, the migrations businesses become mobility facilitators in various socioeconomic and political aspects (Jung & Buhr, 2022).

In contrast, poor migration infrastructure can be a structure that reinforces inequality in global mobility. Higher education institutions as well as transnational organizations play an important battle in determining who can migrate easily and who can experience obstacles in the migration process (Cranston & Duplan, 2023). This migration infrastructure creates exclusive

pathways for individuals with economic and social resources so that it can reinforce the privileges of certain groups and widen mobility gaps. Based on this, more inclusive policies are needed to reduce structural bias and expand access to international mobility for disadvantaged groups. In addition, cooperative migration infrastructure is defined as material and immaterial technologies that enable cooperation in improving human well-being (Del Savio et al., 2019). Moreover, supportive infrastructure can provide more inclusive mobility facilities, while structural barriers can exacerbate inequality and limit opportunities for certain groups (Müller & Tuitjer, 2023).

2.2. International Student Mobility

Student mobility is one of the many important aspects in improving knowledge, intercultural skills or intellectual capital and job opportunities. In the context of the New Colombo Plan or NCP, show that the experience of studying abroad contributes to the development of human resources and strengthens diplomatic, economic and cultural relations between countries Studies (Ikhlas, 2021). The program has also been shown to increase cultural awareness, cross-cultural understanding, global citizenship and other soft skills that support students' employment and career direction. In the Indonesian context, the high youth unemployment rate is one of the main challenges faced by undergraduate graduates, especially because of the mismatch between the skills possessed and the needs of the job market or known as the "skill gap". The study conducted by (Dewanto & Pritasari, 2023) examined the contribution of the International Student Mobility Awards or IISMA in developing student employment skills. Through interviews with IISMA participants from various universities in Indonesia, this study found that the skills desired by companies are more developed during the IISMA program compared to regular undergraduate programs in Indonesia. This confirms that IISMA plays an important role in preparing students for the global job market by improving the skills needed by industry.

Indonesian students' country destination choices to participate in the mobility program is also an important aspect for the international mobility studies. Research studied by (Pitoyo & Prastika, 2019) shows that Indonesian students tend to choose developed countries, especially Japan as their main destination for internships or studies. International student mobility has grown rapidly from 2013 to 2019, and students participated in a variety of programs including student exchange, short courses, competitions and conferences and Model United Nations. The analysis also assessed the students' level of satisfaction following the study abroad experience, offering information on the elements that impact the experience of learning. The study studied by (Tran & Phan, 2024) conceptualized student mobility in the New Colombo Plan program as a process of "becoming", "connecting" and "contributing." This viewpoint provides all around seeing overseas study experience and its contribution to society or even individuals. The program is designed to not only enhance the student's natural skills, but to motivate the student to explore new experiences in the wider community. By understanding word mobility as a sustainable process or optimizing policies and supporting programs is crucial to ensure long-term benefit for the student.

In addition, Indonesia's attractiveness as a study destination for international students is also an important aspect in the study of student mobility. The study conducted by (Rohendi et al., 2024) in highlighting the development strategy and impact of socialization programs in increasing the interest of Malaysian vocational students in mobility and further study in Indonesia. This research shows that universities in Indonesia need to increase their global visibility through marketing strategies and international collaborations. The main findings of this study show that although minimal initial exposure can increase students' interest, factors such as institutional image, financial considerations, and the quality of the learning environment remain the main determinants in their decision to continue their studies in Indonesia. Some of the key barriers

faced by international students, including cultural differences, language barriers, lack of access to academic services, and limited support facilities at universities (INDEEP Unram, 2024). The researchers also highlight that better policies are needed to ensure a positive experience for international students. Universities in Indonesia need to provide more comprehensive orientation programs, stronger academic support systems, and adequate student well-being services to help them adapt to the new environment.

2.3. Internationalization of Higher Education in Indonesia

The internationalization of higher education in Indonesia has become the main agenda in increasing the global competitiveness of universities in the country. Internationalization in this context is interpreted as the process of integrating international elements in the academic field that aims to improve the reputation and quality of higher education institutions (Kusumawati et al., 2020). For example, the World Class University program, increased international publications, cross-border academic cooperation, and increased the number of doctoral qualified lecturers to support the Higher Education global standard.

In addition to the role of the government, based on (Astuti, 2016) university leadership is a key factor in the success of internationalization. Higher education institutions in Indonesia are expected to be able to design concrete internationalization strategies, build global networks, and communicate the importance of internationalization effectively. Internationalization is not only seen as an effort to increase the competitiveness of universities, but also as part of the educational mission to form a global intellectual community for example the Asian University Network and the Association of Southeast Asia Institutions of Higher Learning.

Therefore, during the industrial revolution 4.0, internationalization also functions as a main strategy in improving the quality of institutions and graduates to be more competitive in the global market as outlined in research conducted by (Mali, 2020) International mobility, both in-bound and out-bound, allows students to gain a wider range of cross-cultural experiences and international perspectives. One of the key elements in internationalization is a curriculum designed with a global perspective in mind, allowing students to understand international issues as well as develop cross-cultural competencies. However, despite various efforts have been made, challenges in internationalization according to (Nurhaeni et al., 2021) are still found, especially in terms of policies that have not been fully coordinated between the ministries, universities and relevant directorates. Several universities in Indonesia have adopted various media to disseminate information on academics and international cooperation, but policy inconsistencies at various levels of the organization remain a major obstacle to achieving a more systematic vision of internationalization.

2.4. Theoretical Framework

Based on the literature review, the theoretical framework analysis shown based on this table below:

Table 1. Theoretical Framework

| Key Concepts | Analytical Focus / Indicators | Application to the Case of Universitas Mataram |
|--------------------------|-------------------------------|--|
| Migration Infrastructure | Actors, Institution, Policy | Investigate how institutional arrangements and national programs enable or hinder student mobility, especially outbound participation. |

| | | |
|---|--|--|
| Student Mobility | Number of inbound and outbound student mobility Local initiatives to support mobility | Assess structural disparities in mobility access and outcomes and identify forms of local agency in developing new mobility pathways. |
| Internationalization of Higher Education | Integration of international dimensions into teaching, research, and service. Global partnership. | Examine how Unram responds to national internationalization mandates, and whether it aligns with or diverges from local institutional goals. |

Source : author from several references

3. Research Method

The current study adopted a qualitative research strategy to discover the impact of migration infrastructure on student mobility. Qualitative research is particularly suitable for a comprehensive understanding of complex societal phenomena, as it entitles to a rich, context-sensitive perception of contestants' experiences, interpretations, and institutional developments (Neuman, 2014). University of Mataram, which represents a peripheral public institute in Eastern Indonesia with a planned aspiration to internationalize, expresses organizational limitations in access to worldwide intellectual agility connections.

The data collection demonstrate three key beginnings: a) Primary information obtained through in-depth semi-structured interviews with university authority, international office staff, and students 2) Secondary information including institutional report, national and regional policy document, planned plan, and official statistics related to movement initiatives from 2020–2024 ; and 3) Straight mead observation of institute tasks, global class initiatives, and mobility-related incidents, which will allow the research worker to document institutional ethics and techniques in real duration. In order to select participants who are directly affected by the institution's internationalization activities used purposive sampling. To distinguish mandatory forms linked to the academic Backbone, movement entry, institutional obstacles, and policy responses, all qualitative information will be analyzed using thematic analysis, allowing both inductive and deductive methods.

4. Results and Discussion

The migration infrastructure and student mobility in University of Mataram perform the phenomenon of migration governance process on educational institutions. Based on investigation and data analysis, this study will explain in 3 main sub analysis, 2) migration infrastructure at University of Mataram to explain the support system if student mobility process, b) form and pattern of student mobility at University of Mataram, c) Internationalization process of University of Mataram who align with the national policy level.

4.1. Migration Infrastructure in University of Mataram

As a part of Government institution, the University of Mataram has shown strong institutional leadership in its effort of becoming a reputable and globally engaged university in Indonesia (NTB Post, 2024). Related to the national Merdeka Belajar Kampus Merdeka (MBKM) policy introduced by the Indonesian Ministry of Education in 2020, UNRAM has strategically snatch the chance to strengthen its institutional migration infrastructure. This initiative not only advances the national objective for higher education reform but also bolsters the university's autonomy and internationalisation endeavours (OIA Unram, 2025).

To accelerate the implementation of MBKM and expand its transnational academic engagement, UNRAM secured the Institutional Support System (ISS) grant from the Indonesian government. The current grant has been significant in facilitating institutional architectural transformations, including the establishment and restructuring of a fundamental unit of measurement that facilitates movement and worldwide cooperation (Ahmad Junaidi, 2024). The three central institutional pillars of UNRAM's migration system are: a) the Global Office, which acts as the second global entity, managing collaborations and flexibility schemes; b) the Center for International Learning, which develops international programs and supports bilingual learning environments; and c) the Academic Biro, which contributes to educational management and policy engagement (Ahmad Junaidi, 2024). These units of cooperation with the Head of Department, Faculty Dean, and Higher Education Institution officials to facilitate student and faculty movement, facilitate overseas collaboration, and make internationalization an element in the academic routines (Ahmad Junaidi & Mega Nisfa Makhroja, 2025).

The achievement of the National Performance Indicators (IKU), especially the emphasis on student flexibility, global cooperation, and recent thinking during the study period, is one of the most important indicators of the success of the project (De Wit & Altbach, 2020). The present prose is a critical vocabulary that is unfamiliar to scholars writing only for rank and reputation near the academy stage but also for producing patriotic states for college benchmarks and world competitiveness.

Johan Lindquist's notion of migration, backbone, might be a helpful technique for assuming around that institutional change. In this view, migration is not only about roundabout people traveling; it is also about the regulations, frameworks, and practices which make it possible (Lin et al., 2017). The present network is made up of essential elements such as recruitment frameworks, standard assurance bodies, and logistics coordination. UNRAM's construction represents a major example of this model, as it establishes a functional support unit of measurement, establishes guidelines for flexibility and provides a prime location for global intellectual dialogue.

The implementation of Migration infrastructure at University of Mataram under ministry of Higher Education statue about International Education Program and MBKM. Then those implemented at University of Mataram by Vice Rector of Academic who is responsible for the organization of the international student mobility framework in the university level. Then, The Quality Assurance and Education Progress Institute (LPMPP UNRAM), the Centre for International Learning, the Office of International Affairs, and the Education Unit of Measure have faculty and departments that provide full support for international education programs in addition to the current bottom level at university. In addition, the migration infrastructure implementation at University of Mataram can be described in the table below :

Table 2. Migration infrastructure (student mobility) implementation at University of Mataram

| Migration Infrastructure Element | Component | Role |
|----------------------------------|---|---|
| Policy/Statute | MBKM Regulations Indonesian Ministry Regulation No. 14/2024 on Higher Education Cooperation IISMA guidelines UNRAM's Academic Policy | Provide a legal and strategic framework for mobility programs, institutional partnerships, and curriculum innovation. |
| Institutional Structures | International Office Center for International Learning Faculty Authorities | Provide a legal and strategic framework for mobility programs, institutional partnerships, and curriculum innovation. |

| | | |
|---------------|--|--|
| Actors | International students Outbound students Lecturers Administrative staff | The involvement and facilitation of the mobility process, ranging from the conception and implementation of programs to cultural change and educational cooperation, is key. |
|---------------|--|--|

Source: author

4.2. The pattern and form of International student mobility at university of Mataram

The pattern of student migration can be explain based on country of origin and destination. At the University of Mataram, student migration patterns from developed countries to developing countries that aim to provide direct experience of the social reality of the country, migration patterns between Asian or European countries which are often carried out to strengthen academic and cultural cooperation in these countries, migration patterns in middle country countries where the country is in a middle position, both in terms of economy and education which can create opportunities for students to gain different experiences and develop an understanding of social and economic dynamics in these countries.

Based on data from the international affairs office of the University of Mataram, the migration of inbound students that occurred is as follows with the countries of origin of the USA, Czechia, Japan, Malaysia, Singapore, China, South Korea, the United Kingdom, Ireland, Norway, the Netherlands, the Netherlands, Tukri, Egypt, Vietnam, Thailand, the Netherlands, France, Germany, and New Zealand (Kantor Urusan Internasional Universitas Mataram, 2024).

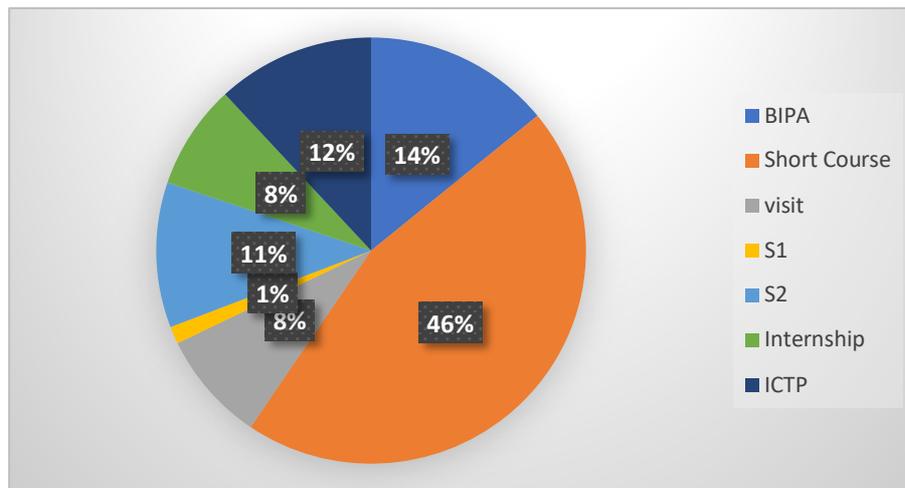


Figure 1. Inbound Students Data to University of Mataram 2024

Source : OIA Unram, 2024

Based on the figure above, the migration pattern seen is the migration pattern from developed countries such as Norway, China and Australia to developing countries, namely Indonesia, which aims to provide direct experience of the social reality of the country by conducting a short course. On the other hand, other programs such as BIPA are dominated by other developed countries such as the USA, this is different from developing countries, the migration pattern of these countries tends to be seen in partnership programs with several faculties at the University of Mataram such as internships or ICTP. Meanwhile, the migration of outbound students that occurs is a migration pattern from developing countries to developed

countries to strengthen academic and cultural cooperation in these countries through the IISMA program where most students choose the UK or America as the destination country. In addition, there is a migration pattern between Asian countries through internship programs carried out to strengthen academic and cultural cooperation in these countries (Office of International Affairs, University of Mataram, 2024 (Kantor Urusan Internasional Universitas Mataram, 2024).

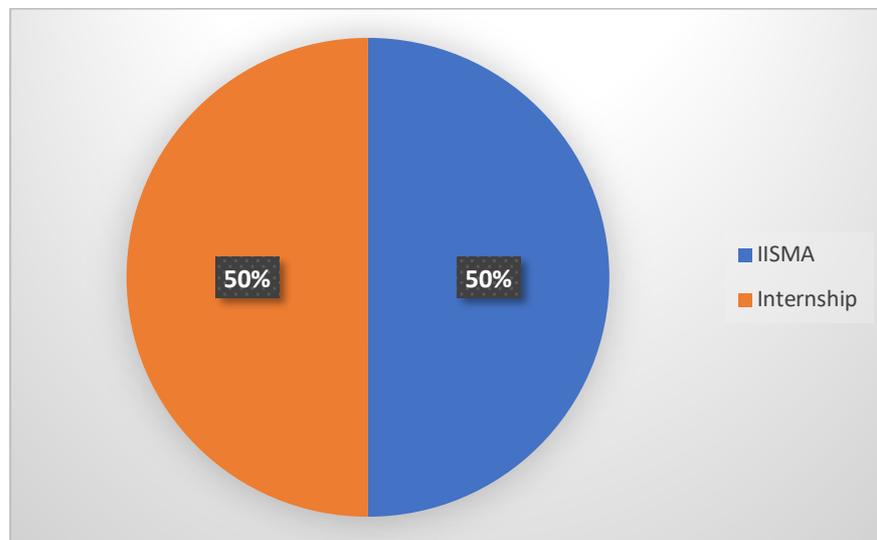


Figure 2. Outbound Student Data to University of Mataram 2024

Source : OIA Unram, 2024

In line with the development of internationalization within the scope of Higher Education, the University of Mataram also participates in improving the quality of Higher Education by implementing international migration with several programs, both inbound and outbound mobility. The forms of international migration with inbound student mobility that have been implemented and are being implemented are in several types, the first of which is in the form of a Short Course. This program is a form of learning that combines theory with practice comprehensively. The program is carried out in a short time, with a period of 1 week to 1 year, depending on the type of course to be taken. Through the Short Course program, participants will gain experience and the opportunity to further deepen the skills needed for their careers in the future (Winasis, 2022). Based on data reports obtained from the Office of International Affairs at the University of Mataram, several Short Course programs that have been implemented include the Coral Reef Short Course, UUM and Ikom Short Course, FEB and NUS Short Course, International Relations Short Course, Short Course Aquatic Science and the Faculty of Agriculture, to Short Course regarding Community Development FEB D3 Tourism, and Murdoch University

In addition to the program Short Course, there are also Short Visit which provides an opportunity for participants to explore new practices, which usually consist of practicum to research. Same with Short Course program Short Visit It also only lasts no more than 3 months. Some program implementations Short Visit that have been carried out at the University of Mataram, including Short Visit Internship Scube (Informatics Engineering) and Short Visit and general Lecturer Faculty of Medicine, National Defence Medical College (Kantor Urusan Internasional Universitas Mataram, 2024)

Furthermore, there is the BIPA (Indonesian for Foreign Speakers) program, which is a program provided by the government to provide opportunities for foreign speaker participants to have the opportunity to learn Indonesian more deeply. The program is becoming increasingly

interesting to carry out in the midst of rapid global trade competition. Not only focusing on language learning, BIPA also has a learning method that provides participants to learn about the culture and image of Indonesia (Ningrum & Gischa, 2023). At the University of Mataram itself, the BIPA program has been carried out regularly until 2024, with a total of more than 27 participants. The program usually lasts for 6 months to 1 year (Kantor Urusan Internasional Universitas Mataram, 2024).

Another form of international migration implementation that is also carried out by the University of Mataram is the S1 and S2 programs for foreign students. Based on data reports obtained from the Office of International Affairs of the University of Mataram, several programs that have been carried out and are still being carried out, namely the S1 Degree in Civil Engineering and the S1 Degree of the Faculty of Medicine which run for 4 years, while in the S2 program, namely the S2 Degree in Educational Administration and S2 Degree Management that runs for 2 years (Kantor Urusan Internasional Universitas Mataram, 2024).

Then there are the programs Internship For foreign students who want to get more in-depth work experience. Some programs Internship that have been implemented at the University of Mataram, namely Internship Technique Renewable Energy, Internship at SCUBE Center Informatics Engineering, and Internship Electrical Engineering. Each program is run for 3 weeks to 6 months (Kantor Urusan Internasional Universitas Mataram, 2024).

As for student mobility outbound that has been implemented by the University of Mataram to support internationalization in higher education, namely the IISMA program (Indonesian International Student Mobility Awards). Based on data reports obtained from the Office of International Affairs of the University of Mataram, until 2024 there will be 4 students who will take part in the program for a period of 1 semester, or 6 months. In addition, the University of Mataram also facilitates international migration to outbound with program internships who collaborate with external agencies. These programs include internship at the Indonesian Community Growth (PERMAI) Penang Malaysia, internship in Walailak University, and there is also an International KKN with Seoul National University (SNU). Each program is carried out for 4 to 6 months. Overall, each program is run centrally at the destination agency and participants will get a certificate International Credit Transfer (ICT) (Office of International Affairs, University of Mataram, 2024).

To sum it up, the form of student migration beside the academic institution of Mataram reflects the activity of planetary scholastic agility, where inbound migration consists mainly of students from advanced nations seeking fascinating societal and cultural encounters through truncated modules, internships, and dialect campaigns similar to BIPA, while outbound migration consists mainly of students from Indonesia seeking scholarly enrichment and transnational exposure in advanced nations through projects such as IISMA and transnational internship. Such forms do not merely show the institute's devotion to helping internationalize higher education but rather emphasize the tactical role of the various flexibility schemes in cultivating cross-cultural understanding, scientific cooperation, and the development of globally competitive graduates.

4.3. Adaptation for Internationalization of Higher Education at University of Mataram

Building migration infrastructure and making it easier for international students to move around are now crucial components of the bigger goal of making higher education more global. These laws make it easier for schools in Indonesia's less central places, like Universitas Mataram, to get things done, but they also make things harder for them. As part of the national effort for internationalisation, schools like Universitas Mataram are seeking to catch up with older

universities in Java and other core areas by taking conscious and independent steps to expand their relationships throughout the world.

As we learnt previously, schools need both physical and non-physical infrastructure to make it feasible for students from other countries to move about easily. To meet these needs, Universitas Mataram has created a lot of critical aspects of the migration infrastructure. The AussieBanget Corner (Australian Corner) is a superb example of a true facility. The Australian Embassy and the University worked together on it (Universitas Mataram, 2018). This area is not only for promoting cultural understanding and educational opportunities in Australia, but it is also a location where students who desire to study abroad may get information and aid. The Corner is aimed to help promote research and academic ties with Australian schools and universities.

The university has also forged legal agreements on the intangible side through Memoranda of Understanding (MoUs). The Internationalisation Centre has made it easier for Chinese students to come to school here since 2023 (Ahmad Junaidi, 2024). Plans are also in the works for a Mandarin Centre to open in 2025 thanks to a new partnership with Shangrao National University (Antara News, 2023) These developments highlight how Universitas Mataram works with other schools to serve more students all across the world, especially in hard-to-reach places.

The International Affairs Office (KUI) at the University of Mataram has information that shows at least 70 MoUs have been signed between 2018 and 2023 (OIA Unram, 2024c) The MoU is signed by a number of groups, including the government, private businesses, non-governmental organisations (NGOs), and universities. Universities in Southeast Asia, including Malaysia, Thailand, and the Philippines, are the ones that work together the most on mobilisation infrastructure at the university level. The University of Mataram also worked with a number of universities from China, South Korea, the US, Japan, France, Australia, Poland, and Turkey to create the MoU. The Netherlands has the most NGOs that have signed an MoU, followed by Switzerland, South Korea, Malaysia, Norway, Japan, the United States, Canada, and Indonesia. Japan, Indonesia, and Timor Leste have all signed MoUs with government organisations. Lastly, the signing of MoUs with private firms is done with corporations from Indonesia, Australia, South Korea, China, Malaysia, Switzerland, and Japan (OIA Unram, 2024b) These data suggest that Universitas Mataram is adopting persistent and targeted engagement strategies to make a name for itself in both regional and global academic networks.

Along with these institutional efforts, government programs like MBKM and the Indonesia Endowment Fund for Education (LPDP) have also helped make internationalisation possible. The MBKM program was initiated by the Ministry of Education and Culture in 2020. There are a variety of other academic pathways that students might take, such as internships, research, and programs that let them move about. It enables colleges and universities accept one other's credits, and it hopes to transform how higher education operates in Indonesia by offering students more freedom and mobility. This policy has been updated by Universitas Mataram to make it easier for students to get to and from school. They have started programs like the Independent Student Exchange (PMM), the Certified Internship (MSIB), and the Indonesian International Student Mobility Awards (IISMA)) (Kampus Merdeka, 2022).

The 1945 Constitution set up the LPDP program to contribute 20% of the national budget to education. At the same time, it gives scholarships and training to students who do well in school. LPDP is a mechanism for educational migration infrastructure that not only pays for studying abroad but also helps students improve their abilities over time by getting involved in academics with people from other countries. The program is run by the Ministry of Education and Culture, the Ministry of Finance, and the Ministry of Religious Affairs (LPDP, 2024). This makes sure that it is reliable and crucial for the country's plan.

These national programs and institutional initiatives have made it easier for international students to get around by creating a strong legal and financial framework. However, how they are put into action will always be different depending on the context and the people involved. We also talked to those who are directly involved in the mobility process to find out more about how these rules are put into action and how they affect people. We get a better picture of what these methods are like in real life, what challenges they have, and how well they think they operate by talking to people who are going out and coming in, as well as university and government officials.

Interviews with six people who are part of international student mobility programs make it even more evident how crucial it is for institutions to be flexible when dealing with global academic migration. Three of the people who took part worked for the Ministry of Education and Culture, three for Universitas Mataram, and one for the Institute of International Education's Scholar Rescue Fund (IIE-SRF). They showed that national policies, individual experiences, and actions at the national level all affect each other. Respondents agreed that Regulation No. 3/2020, especially Article 14 (Kemendikbud, 2020) had made it easier for international internships and exchanges to be considered as valid aspects of higher education. This policy backs the IISMA program and other similar programs that aim to make it easier for students to move across schools.

If you look more closely at what the people who answered said, you can see both the good and bad things about the current infrastructure. Outbound participants like RW and RA, who did internships at Walailak University, noted that the planning and coordination between the home and host universities were often not good enough (Salie & Reva, 2024). This made things take longer and made it hard to understand what they were supposed to be learning. SL and SR, who won IISMA prizes in the UK and US, said the same things. They underlined the need for stronger instructions and clearer orientation practices before departure (Fadhlina & Surni, 2024). Then AR, an outbound ISM participant who is conducting an internship in Prathet Thai, says, "the preparation and organization of the program assented atop both the host and home universities ought to remain more thorough" (Amara, 2024). These instances indicate that even while the laws and programs are in place, they still need to be put into operation in a more consistent way.

People that came in also said that there were flaws with how the program was set up. Mr. L, a teacher from Myanmar who works on the BIPA (Bahasa Indonesia for Foreign Speakers) program, claimed that not many people knew about it and that pupils weren't really interested in it. This was primarily because it wasn't advertised well enough and there weren't enough opportunities for pupils to talk to each other (Lwin, 2024). NH, an Egyptian medical student, also underlined how important it is for learning materials to be provided in English or at least in two languages (Hatem, 2024). This is because just using Indonesian made it very hard for pupils to participate in school. These tales indicate that an institution needs more than simply the necessary facilities and rules to be ready to accept international students. It also needs to be able to change how it teaches and help pupils learn about other cultures.

Overall, these testimonies suggest that building migration infrastructure and implementing national rules has gone quite well. However, there is still a lot of work to be done, especially when it comes to building programs, being ready for interactions between cultures, and making materials easier to find. Universitas Mataram is a small school that may learn from other schools and make smart decisions within its region and resources. But for internationalisation to endure, student support mechanisms will need to be regularly checked, coordinated between schools, and enhanced to make sure that mobility experiences are not only easy to go to, but also life-changing and academically important.

5. Conclusion

Globalization of higher education has created new opportunities for diverse scholarly access, allowing students with different backgrounds to participate in transnational learning experiences. However, this link requires strong institutional support, particularly in the structure of migration infrastructure, including procedures and administrative frameworks, guidance, and assistance.

As a university located in a peripheral location, Mataram UNRAM has an energetic embrace of student movement as a catalyst for internationalization. UNRAM facilitates a wide range of student mobility, including exchange visits, internships, and graduate student projects, including students from developing and advanced nations. These projects reflect the calculation of the conformity of the higher education institution to national higher education legislation, similar to the MBKM system of Merdeka Belajar-Kampus Merdeka.

However, the implementation of these flexibility initiatives is hindered by difficulties similar to limited institutional knowledge, inadequate infrastructure, and the restriction of access to federal and world networks. Compared to universities in other key Indonesian territories, UNRAM needs to overcome the overwhelming imperative architectural and logistic obstacles. Despite these limitations, strong political will and leadership within the academic institution play an essential role in the development of the university and in the fight against further marginalization.

To sum it up, while student agility near UNRAM has shown promising progress in interplanetary interaction, a long period of migration, capacity building, and joint alliances are important for ensuring equitable and effective internationalization, especially for higher education institutions in peripheral areas.

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