



## FACTORS INFLUENCING GENERATION Z STUDENTS' PARTICIPATION IN THE INDONESIAN INTERNATIONAL STUDENT MOBILITY AWARDS PROGRAM IN BALI

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### Abstract

This study aims at establishing the factors that affect the participation of the Generation Z students for the Indonesian International Student Mobility Awards (IISMA) program in Bali. Using a mixed-method approach, the research identifies key academic, personal, and environmental factors influencing student decisions. The study utilizes semi-structured interviews and questionnaires to 29 recipients of IISMA scholarship from four higher education institutions based in Bali, and qualitative research method was used in the form of thematic analysis for the data. Concerning personal factors, it was clear that competitive global exposure and career advancement as well as personal growth were of high importance. Under For academic factors, opportunities for research, added coursework, and the allure of some of the most competitive universities in the world were found. Under environmental factors, the need for cultural engagement, possibilities of networking and full funding were mentioned. The context of the post-pandemic period, in which participation selections took place appeared to carry a great weight. Results show that members of Generation Z view international education methods comprehensively, reconciling one's pursuit of personal objectives with one's pragmatic concerns about having a rewarding profession. It is therefore argued that the IISMA scheme in Bali is of great appeal to Gen Z because it offers at the same time academic standing and opportunities for cultural experience. These results contribute towards understanding the variable trends in student mobility and can also assist in designing international education programs that aim at the needs and ambitions of Generation Z.

**Keywords:** Higher Education, IISMA Program, Generation Z, Student Mobility, International Exposure

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## INTRODUCTION | مقدمة

Internationalization has evolved from a marginal activity to a central process in higher education, and has become a key component of strategies and policies of universities, national governments, and international organizations (de Wit & Altbach, 2021). And, Numerous international study programs have formed in response to this global concern with the aim to strengthen students' academic perspectives, cross-cultural abilities, and readiness for the global society that is progressively developing (Alemu & Cordier, 2017; Ammigan & Jones, 2018).

Currently, the vast majority of college attendees are young persons from the Generation Z whose birth span is considered to be in the mid 1990s to the early 2010s. Unlike the previous generations, this generation does not focus mainly on the educational and career accomplishments but rather on learning, growing and connecting to the world (Seemiller &

Grace, 2016). This group is defined by incomparable global cultures and knowledge as well as being technology and web savvy, and a strong thirst for interaction instead of passive watching the environment (Turner, 2018). Policy Makers, educators and institutions will appeal those plans to the students, and most importantly to the reasons for their participation in those programs, if the latter are comprehended.

The launching of the IISMA (Indonesian International Student Mobility Award) program in 2020 is a remarkable milestone towards the globalization of higher education in Indonesia. The program allows Indonesian students to have the ability to study in world-class universities for a semester in order to improve their academic and intercultural understanding (Aziez et al., 2024; Budiarti et al., 2022; Camila et al., 2023; Maninggarjati et al., 2022). Among these approaches, this area is characterized by the IISMA program which seeks to advance the students' sense of global citizenship.

Evaluating the decision to study abroad from an individual perspective is complicated, and a multitude of academic, personal, and environmental factors is involved in making such decisions. Various factors that influence students' choices have been examined in previous studies, including the expected enhancement of self, work-related objectives, means available, and the influence of different cultures (Salisbury et al., 2009). However, this leaves a significant gap in the literature as the particular aspects that motivate Generation Z students to apply for the IISMA program in Bali remain rather poorly defined. Furthermore, the notion of "global competence" has gained traction in educational conversations, drawing attention to the need to cultivate the skills and attitude for thriving in a borderless world (Barrett, 2021). While efforts such as IISMA aim at building these capacities, it is still too early to know how well they meet the aspirations and career objectives of Generation Z. Understanding such alignment is crucial in enhancing the appeal and effectiveness of the program in preparing young people for the coming global challenges.

In addition, the COVID 19 outbreak has, to some extent, transformed the global scene of education and the study abroad programs in particular (Marinoni et al., 2020). Such factors determining students' participation in international mobility programs need to be reconsidered in the context of various travel restrictions, health issues, and the rise of online education as a result of the pandemic (Mok et al., 2021). In order to modify and improve such programs in the current environment, it is essential to understand how the recent global changes have affected the interest of and ability of Generation Z to enroll in programs such as IISMA.

Although many studies have looked at international education in general, most of the research has focused on Western settings and conventional mobility pathways (de Wit & Altbach, 2021) often disregarding Indonesia's distinct educational environment and the unique traits of its Generation Z participants. In the post-pandemic era, where international education has undergone significant changes, this knowledge gap is especially evident. Despite the COVID-19 pandemic altered traditional mobility patterns and accelerated digital integration in international exchanges (Pinheiro et al., 2023), research has not sufficiently examined how these changes affect Generation Z students' experiences in programs like IISMA, particularly in the context of Indonesia's recovery. Although Mittelmeier et al. (Mittelmeier et al., 2021) draw attention to the rise of new internationalization categories, there is still little proof of how they can be utilized in Southeast Asian contexts.

Limited resources can be found about IISMA program with the connection to Generation Z students, although some have already scratched the surface regarding preparation before the

selection process (Hartati & Riniati, 2022; Maninggarjati et al., 2022), cross discipline study (Camila et al., 2023), the programs contribution to the development of employability skills of undergraduate students in indonesia (Dewanto & Pritisari, 2023), education and cultural diplomacy (Kristiana & Benito, 2023), intercultural communication (Budiarti et al., 2022), and cross-cultural sensitivity of its Awardees (Aziez et al., 2024).

The focus of the study abroad program cannot be devoid of culture particularly in a place like Bali that is rich in different cultural practices. A pertinent guide in assessing how cultural differences impact students' reasons and experiences related to study abroad policy is the theory of cultural dimensions by Hofstede (Hofstede et al., 2010). As one of the most well-known tourist regions of Indonesia because of all its natural, cultural, and intellectual resources, Bali has naturally become a center of the program and has invited people from both local and international participants (Pitana & Gayatri, 2005). Even though interest in international student mobility programs is rising, little is known about how Generation Z students in Bali engage with the IISMA program.

Furthermore, Bali's position as a unique educational destination remains underexplored. Despite its global recognition as a cultural hub and tourism center, limited attention has been given to how its distinct cultural, environmental, and social characteristics shape learning experiences for international students and returning Indonesians alike (Roy et al., 2019). The intersection of traditional Balinese values with sustainable tourism education represents an especially understudied area, despite its potential relevance to developing culturally sensitive sustainable tourism models, a point emphasized by Tran and Thao (Tran & Thao, 2017) in their work on student agency in transnational mobility.

Taking these variables into account, the purpose of this study is to particularly investigate the factors impacting the involvement of Generation Z students in the IISMA program in Bali, with the goal of addressing the shortcomings of prior research. Although there has been a lot of research on study abroad reasons in general, little attention has been paid to the particular circumstances surrounding Indonesia's IISMA program or the preferences of Generation Z students in the post-pandemic period. The main goals of this research are to determine and examine the critical academic, personal, and environmental elements that affect Generation Z students' choices to enroll in Bali's IISMA program.

## METHOD | منهج

### Research Method

Questionnaire surveys and in-depth semi-structured interviews were the primary methods used to collect this study's data. Students' opinions, attitudes, and behaviors were measured using Likert scales in online questionnaires. Group interviews were held at the universities where the students were enrolled: Institut Pariwisata dan Bisnis Internasional, Universitas Pendidikan Ganesha, Politeknik Negeri Bali, and Udayana University. It took 15 to 60 minutes for each interview session, with the number of students varying from 1 to 14 at each university. Information from the committee's IISMA information document and earlier IISMA-related papers was used to create the interview questions. In applying the mixed method approach, the convergent parallel design is used to collect quantitative and qualitative data simultaneously but analyzed separately to give both sets of data equal priority, bringing them together during the interpretation phase, before then comparing and contrasting the results to see where they converge or diverge (Creswell, 2022).

### **Participant Characteristics**

These methods were used for a sample of 29 students from four higher education institutions in Bali, who were able to eliminate hundreds of candidates and receive the scholarship for the 2023 IISMA Awards. In terms of gender distribution, there were 19 women and 10 men. This means that women made up the majority of the population. Those enrolled in academic programs were 13 and those pursuing vocational studies programs were 16. English proficiency test, prior education grades from the first to third semester for Diploma 3 students, and grades from the first to fifth semester for Diploma 4 and bachelor students are all part of the administrative selection process. The national insight test was the next step that students had to take to assess their knowledge of national values, including Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Republic of Indonesia, as well as to ensure they were loyal and committed to the nation; and finally, a comprehensive interview to evaluate the credentials, drives, and skills of potential scholarship candidates to ensure they align with IISMA's goals. (Aziez et al., 2024; Dewanto & Pritasari, 2023; Sadguna & Sari, 2024; Teknologi, 2024).

With approval from the head of the international office, the contact information of each student was provided in order to acquire information about the awardees from each university. The students verbally consented to serve as the sample for the study and participated in the interview and survey completion.

## **RESULT** | **نتائج**

Two contrasting but complementary approaches to understanding the phenomena. While quantitative analysis concentrates on the "what" and "how many" through numerical data and statistical analysis, qualitative analysis investigates the "why" and "how" through in-depth analysis. The qualitative data uses thematic analysis to identify, examine, and patterns (themes), and also to gain insight into viewpoints and experiences that might otherwise go unnoticed. To extract the themes, the data was familiarized, generate initial codes, search for themes by grouping codes, refine and define themes, and finally report the findings. Qualitative analysis was used through questionnaires using the Likert scale to quantify the answers.

The result of semi-structured interviews and questionnaires with 29 IISMA 2023 Awardees from 4 higher education institutions in Bali revealed several key personal, academic, and environmental factors influencing their decision to participate in the IISMA program.

### **Personal Factors**

Students are increasingly approaching academic opportunities from a variety of perspectives in the connected educational environment of today. The way they approach learning and professional development has changed as a result of the rise of personal incentives as a major factor in educational decisions. Students increasingly place a higher value on experiences that promote holistic growth than on traditional academic considerations, demonstrating a sophisticated view of education as an all-encompassing path of personal and professional transformation. The table below shares the result for personal factors.

**Table 1: Personal Factors**

Factor	Percentage	Description
Global Exposure	86%	Participants cited a desire for international experience as a primary motivation
Career Aspirations	79%	Respondents indicated that potential career benefits significantly influenced their decision
Personal Growth	93%	Participants expressed a strong desire for personal development through the program

Below are the breakdown of the result for personal factors.

1. Global Exposure: 86% of students view international travel as an educational experience that goes beyond the conventional textbook type of learning. A larger perspective of education as a learning journey that acquires its earmarks outside of classrooms is indicated by the desire to experience another culture from within rather than out. They gained firsthand knowledge of what it means to be a global citizen by closely observing and immersing themselves in different cultures while also expanding their worldview through personal experience, global perspectives, and challenging established cultural models or frameworks.
2. Career Aspirations: For 79% of students, international experiences are strategically considered opportunities to advance their careers. Students recognize that having international experience sets them apart in competitive job markets by providing special skill sets, including adaptability and cross-cultural communication. The drive originates from the knowledge that global experiences offer real benefits to one's career, demonstrating initiative, global perspective, and the capacity to function well in a variety of professional contexts.
3. Self-Developmental: The massive interest (93%) in personal development emphasizes how important international education is as an opportunity for self-discovery. According to the participants, these experiences are essential for developing confidence, independence, and emotional resilience. Students aim to build a deeper awareness of their potential, broaden their boundaries, and gain comprehensive life skills by purposefully immersing themselves in challenging, unexpected circumstances.

### Academic Factors

The program's academic excellence opportunities have also drawn in Generation Z students, enabling them to attend world-class universities. The opportunity to take part in esteemed international institutions in search of curricular enrichment beyond what is offered by their local universities is valued by students. An important consideration for them is the possibility of international research cooperation. The engagement of Indonesian students with overseas education experiences is mostly driven by these academic characteristics. Table 2 provides the information regarding academic factors.

**Table 2: Academic Factors**

Factor	Percentage	Description
Academic Prestige	100%	Students unanimously mentioned the opportunity to study at leading universities as a major draw
Curriculum Enhancement	83%	Respondents valued the prospect of taking courses not available at their home institutions
Research Opportunities	72%	Participants, primarily from academic programs, were attracted by potential research collaborations and exposure to cutting-edge studies

The explanation is as follows.

1. Academic Prestige: For students, the allure of academic status is a powerful psychological

and professional drive. This response emphasizes how influential an institution's reputation can be in determining students' educational decisions. Given the 100% response rate, it appears that students are now using institutional reputation as a primary criterion when making educational decisions rather than as a supplementary one. Students see their academic journey as an investment in their long-term intellectual and professional growth, reflecting an intentional dedication to education.

2. Curriculum Enhancement: Students' deep awareness of educational diversity and the limitations of traditional institution offers is demonstrated by their strong interest in curriculum enhancement. This motivation shows a sophisticated awareness that interdisciplinary and adaptable learning methodologies are necessary for modern academic performance, especially for students in specialized fields. The 83% answer rate indicates that there is a consensus that the importance of education surpasses all institutional frameworks.
3. Research Opportunities: Research opportunities attract students in academic programs to show their deep commitment to knowledge creation and academic inquiry. Although slightly below the two previous categories, 72% as the answer rate would indicate a fair number of students believing that research is an integral part of their academic journey. This indicates an emerging trend where the students are looking at academic achievements as not just class work but also active knowledge production and innovation.

### Environmental Factors

Balinese Generation Z students have been captivated by the IISMA program, as it offers much more than just academic perspectives, including attention-grabbing environmental factors. The unique cultural environment of Bali certainly adds to the participants' exuberance over opportunities for cultural immersion. The ability of the program to forge global networks and linkages is critically important to students. The extensive scholarship program means that study-abroad opportunities are now open to students from various socio-economic circumstances. After many years of very limited travel options, now, many of the participants also admit that their desire for international mobility is much stronger due to the post-pandemic environment.

Table 3: Environmental Factors

Factor	Percentage	Description
Cultural Immersion	97%	Students expressed enthusiasm about immersing themselves in a different culture
Networking Opportunities	90%	Respondents viewed the program as a chance to build international connections
Financial Support	100%	Comprehensive scholarship cited as a crucial factor making international study accessible
Post-Pandemic Opportunity	76%	Students mentioned that easing of pandemic restrictions increased their eagerness to participate in international programs

The data above can be broken down below.

1. Cultural Immersion: There was a huge 97% of students who showed an excited willingness to engage in activities for cultural immersion. The edge provided by Bali's unique cultural environment was an excellent motivation for students, as well as a special takeaway for students learning to study abroad. Participants regarded cultural immersion as an experience that was fundamentally life-changing, rather than just an academic exercise. Participants expressed deep desires to understand traditional systems of knowledge, social dynamics, and diverse cultural practices. Students believed that the possibilities of interacting directly with different cultural contexts were important for their academic and personal growth and that it provided them with a deeper awareness of other cultures and a

broader perspective on the world outside the regular classroom.

2. Networking Opportunities: Around nine out of ten students perceived the IISMA program to be a strategic platform for international networking. Students viewed networking not merely as social solicitation but as a crucial professional development tool. They expected to create lasting relationships with international peers and possibly academic friends and collaborators in the near future. These connections were seen as a valuable resource for future studies, research collaborations, and even career opportunities. The program was seen as an opportunity to build a global professional network that could bring long-term benefits to personal and professional lives beyond geographical and institutional walls.
3. Financial Support: The all-embracing scholarship was unanimously described by 100% of the participants as a very important influencing factor for allowing them to be attainable for international study. The financial support turned not for them into just pure monetary assistance but rather as an opportunity transformational in its nature to break the economic barriers to international education. For many students, especially those from modest socioeconomic backgrounds, the scholarship was their very best shot in life to realize dreams of world-class education because it erased financial barriers that would otherwise have stood between them and international study experiences, thus democratizing the access to global learning opportunities and matching social mobility.
4. Post-Pandemic Opportunity: 76% of students stated that the most important factor influencing their willingness to participate in overseas programs is the easing of pandemic limitations. Students viewed this as a chance to reinvent and reconsider foreign education after an extended period of no travel and limited mobility. They currently value global connectivity and cross-cultural interactions even more as a result of the pandemic. Students reported feeling more motivated to make up for lost opportunities; they viewed international mobility as a way to bounce back from both academic and personal difficulties. Thus, in the face of extraordinary global problems, their experience reflects a generation's enhanced resilience and flexibility.

Academic and environmental connections, along with the individual aspects, testify to the combined plan for global education. Academic prestige is directly implicated in the personal development of an individual along with career aspirations since learning from reputed professors increases not only the intellectual capacity but also networking opportunities that may influence their career path, for example, research opportunities that may emerge as important combinations of academic success and personal development by giving students experiences to be self-assured through real-life experiences.

In the interest of stimulating an academic career, any meaningful global exposure and cultural immersion become great assets. The first part is putting oneself in the culture and witnessing how people from various areas think and behave, which is counted as an experiential learning opportunity beyond the four walls of a classroom. Second, a majority of students have been given opportunities based on funding and increased willingness after the pandemic, allowing for more expansive personal and professional development of themselves.

The fact that 79% of respondents are focused on career benefits and 90% are interested in networking shows how each element reinforces the others. Students strategically see overseas education as an intricate investment in which academic success, environmental experiences, and personal development all come together to build a powerful and life-changing educational path.

## Personal Factors

The importance of individual variables as motivators for Generation Z students to enroll in the IISMA program is indicative of a larger change in the goals of education and the traits of different generations (Aprilita, 2024; Arum et al., 2023). Due to their upbringing in a world that is becoming more interconnected, Generation Z has an innately global worldview, which is highlighted by their great desire for global exposure (86%). In contrast to earlier generations, Gen Z has a natural interest about the world outside of their immediate surroundings since they have grown up with rapid access to global information and a varied range of cultures thanks to digital platforms. It is possible to recognize their desire for worldwide recognition as both an outcome of and a response to their digital nativeness. Despite having more worldwide online connections than any other generation, Gen Z understands the special significance of first-hand, immersive interactions. The desire for genuine international participation that transcends digital connections is met by the IISMA program, which provides actual overseas experiences.

Generation Z's realistic stance towards education and experiences, as previously mentioned, is well captured in the percentage (79%) of those citing career oriented reasons. This generation has a strong understanding of the competitive edges required in the jobs they will be holding in the future because they were born in times rife with economic wobbles and fast-changing job market. In similar work contexts, the significance of international exposure, especially that of a prestigious program like IISMA, is becoming more and more regarded as a selling point (Marinoni et al., 2020). The focus on the benefits of a career is in agreement with the findings that suggest that growing up in the whining generation has been more willing than their millennial predecessors to battle for security and money in jobs (Aprilita, 2024).

Perhaps the most telling finding is the near-universal emphasis on personal growth (93%). This reflects Gen Z's strong inclination towards self-improvement and individual development (Reddy et al., 2024; Saraswati, 2019). The articulated goals of increased independence, self-discovery, and confidence-building suggest that these students view the IISMA program not just as an academic or professional opportunity, but as a transformative personal journey. The IISMA program, which requires students to adjust to completely different cultures and educational standards, does not only aim to develop their knowledge of the world but also the personal qualities mentioned above. Moreover, nowadays when the issues of mental health and self-care are promoted more than before, the thought of self-improvement corresponds with the Gen Z's perspective of being successful which involves more than just work or education but also one's peace of mind and self-development.

## Academic Factors

The strong emphasis on academic factors in Generation Z students' motivation to participate in the IISMA program reflects a sophisticated understanding of the global education landscape and a strategic approach to academic development (Afshar et al., 2019; Durrani & Ozawa, 2024). Studying at esteemed international universities is universally appealing (100%) and demonstrates Generation Z's keen understanding of global academic hierarchy. There are various reasons for this awareness. First off, Gen Z's digital nativeness has made it possible to obtain knowledge on international university rankings, reputations, and prospects at a never-before-seen level. Gen Z is better educated about worldwide academic standings than any other generation thanks to platforms like social media and websites that compare universities.

The act of pursuing an education in elite institutions is viewed by Generation Z as a rational gamble on their future employability when now it is common to find employers looking at a particular school of training and at the applicants' international position (Komar, 2019). This is in line with the findings that Generation Z is overly concerned with both vertical and horizontal mobility, to the point that it regards education as the most basic weapon in the professional battlefield. Given that 83% of Gen Z is even active in the area of curriculum enhancement and particularly wants to be able to take courses offered elsewhere than in their main institution, it reflects their take on education. Their desire to add distinctive foreign courses to the offerings of their own university shows an understanding of the importance of a diverse skill set in the multidisciplinary and globalized workforce of today.

Looking at the number of students interested in research activities, it is evident that Gen Z, especially those in academic programs (72%), leans towards creativity and learning by doing. The technological advancements and disruptive technologies that this generation has experienced have placed a demand on them to be in the frontiers of new developments (Turner, 2018). Gen Z has an inherent inclination towards partnerships and teamwork which describes also their way of using social media and online tools. Furthermore, the focus on research opportunities created aligns with the wider direction of experience-based education in college. Generation Z, who tend to be practical and oriented towards results, seek for educational experiences that can be measured and applied as practice.

### External Factors

The takeover of external variables as the primary motivator for Generation Z participants in the enrolment of the IISMA program indicates the holistic educational approach that this generation embraces. These determinants involve the bigger picture of education, which is sociocultural and economical. The cultural immersion factor was found to be popular among the respondents with 97 percent of the sample admitting its relevance to their generation - Gen Z - that seeks for diverse working culture for their future careers.

9 out of 10 people have significant concern over the chances of international networking. This indeed shows that the members of Generation Z have an understanding of the globalized world that they live in. In this manner, the IISMA program promotes networking events, which aligns well with the growing aspirations of Gen Z to build social networks that will aid them in future academics or careers.

One very insightful factor that may help in making sense of educational decisions that have been made by Generation Z is the fact that full scholarship support is appreciated everywhere (at 100%) This generation was educated amidst the unstable economies, skyrocketing tuition fees and increasing awareness of the dangers of student loans and debt (Nwadike, 2024). Studying abroad has also stopped being a privilege thanks to some forms of external monetary support and so more students can go out for studies. Moreover, the generation Z's pragmatic approach to education and professional development is reflected in the focus on scholarships. Despite appreciating the benefits of such exposure, they are aware of the need to find a middle ground between aspirations and financial constraints. In this respect, the support offered by the IISMA program allows students to gain this valuable experience at no or very little costs, in keeping with their ambition to have sensible yet progressive educational expenses (Sadguna & Sari, 2024).

The disparity in perspectives between academic students who seek career options and vocational students who seek more practical skills reinforces the importance of correlating international exposure with specific career paths. The practical training orientation of the

vocational students shows that there is a clear correlation between going abroad and one's ability to get employed. At the same time, such interest in research pursuits on the part of academic students introduces a perspective that is more global and long-term in nature. The temporal aspect of the study is made richer due to the current trend which is post-COVID-19. The students' (76%) concrete mention of fewer constraints as a motivator implies that there is an 'untapped' interest in going outside the country. This enthusiasm is probably due to a combination of disgruntlement due to the postponement of already in place, workable schemes, a new desire to establish external links after being locked away for some time and maybe a seize the day approach due to the pandemics uncertainties.

### **Limitations**

The holistic approach of the program, which encompasses opportunities for networking, financial assistance, cultural experience, and academic emphasis, sufficiently corresponds with almost all the expectations of Generation Z towards international education. This calls for an effective implementation of IISMA program offers to allow for the capturing and retention of generation z students eager to seek transformative travel experiences abroad.

Several limitations need to be considered, even after establishing that IISMA has a positive impact on Generation Z students from Bali. Because it only consisted of 29 participants, the study may not be able to detect important differences that might manifest at the level of a larger participant base within IISMA, and it also have lower statistical power. Furthermore, the setting of Bali could constrain the generalization of the study's findings beyond other places in Indonesia that have different environmental, cultural, and economic characteristics. Other reasons for favorable results should be taken into account. For instance, there may be selection bias because IISMA participants are likely driven, high-achieving students who could thrive even if they do not participate in the program. Some claimed results may be due to pre-existing characteristics rather than program effects.

However, the mixed-methods strategy used in the study was useful in reducing some of its limitations. While qualitative insights provided contextual richness and a deeper knowledge of participants' experiences, quantitative data offered quantifiable results across important dimensions. While recognizing the intricate and multidimensional character of international education experiences in fostering sustainable academic competencies, this methodological triangulation enhanced the validity of the findings.

### **Suggestion**

From these observations, it can be concluded that the future IISMA program must incorporate a stronger orientation to local settings to be more responsive to the diversity of Indonesia's student population. Program administrators should design a vertical financial support scheme that responds to socioeconomic inequalities, furnish region-specific pre-departure training that credibly recognizes alternative environmental contexts, and develop special tracks for programs fulfilling local industry demands across the provinces of Indonesia. Mentorship matching could be organized to bridge participants with alumni who share similar backgrounds, while an e-platform could be built to enable resource sharing among students with different levels of access. Furthermore, developing specialized modules for students from weaker internationalized institutions would fill a preparation gap. They would improve the accessibility and effectiveness of the program and ensure that IISMA benefits students across Indonesia's various geographic, economic, and cultural settings, further enhancing the program's originality in fostering sustainable tourism development throughout the nation.

## CONCLUSION | خاتمة

These findings imply that international educational schemes dealing with the plethora of student requirements must be more holistic. Financial assistance comes out as an important enabler since it is critical for 100% of respondents to scholarship availability. Therefore, programs must prioritize comprehensive financial assistance that would simply remove identified financial constraints. 97% stress cultural immersion, thus experiences must be crafted that go beyond academic engagement. This encompasses crafting purposeful opportunities for extensive cultural immersion, local interaction, and memorably benefiting cross-cultural learning. Curriculum design must underscore unique learning opportunities, especially since 83% of students stated that classes are not offered in their home universities. That means we should see the establishment of innovative and specialized academic programs providing unique learning opportunities.

This research will basically describe the total possible incentive paradigm that could go beyond the conventional academic mobility perception towards the very complex dimension of study abroad as perceived by Balinese Generation Z. It was further revealed that 93% personal improvement objectives, 86% global exposure objectives, and 97% cultural immersion objectives emphasized the new expectations from education in Generation Z. Future studies on mobility models should study comparing studies between diverse regional contexts, combine digital and physical international experience, follow up on IISMA participants for a longer period of time to understand the long-term effects, and study the changes on post-pandemic perspectives to investigate how these would change the reasons for studying abroad. The understanding of Balinese Generation Z is further enhanced by having a study that indicates the complexity involved in making such a decision and points out that it is possible to be understood as seeing higher education abroad as an investment not just in academic achievement, but also in their professional and personal future.

International education programs must, in the end, evolve to meet the constantly changing requirements of Generation Z. This research underlines the importance of a comprehensive model integrating academic quality, personal growth, and cultural experience. Holistic aspirations such as career enhancement, self-exploration, and international consciousness will enable educational institutions to craft programs that transcend academia and become transformational processes of personal and professional metamorphosis. The next phase in international education will see organizations create flexible, meaningful experiences that connect with Generation Z's multifaceted orientation to the world.

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