



Student's readiness for international academic mobility programs

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ABSTRACT

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This study contributes to the existing literature by providing empirical evidence on the determinants of postgraduate students' readiness to participate in international academic mobility programs in Indonesia. International academic mobility has become an essential component of higher education, offering opportunities for academic enrichment, intercultural experience, and global networking. However, limited studies have examined the readiness of postgraduate students in developing countries to engage in such programs. This study uses a quantitative estimation methodology by employing survey data collected from postgraduate students across several universities in Indonesia. The collected data were analyzed through a sequence of statistical procedures, including exploratory factor analysis (EFA) to test validity and reliability, followed by confirmatory factor analysis (CFA) to validate the measurement model and identify the key constructs affecting readiness. This study develops a conceptual framework that integrates academic culture, student competencies and skills, institutional infrastructure, and the quality of academic administration and service systems as major determinants of students' readiness for international mobility. It is one of the few studies that have investigated the multidimensional institutional and individual factors influencing postgraduate students' preparedness for international academic mobility in the Indonesian higher education context. The paper's primary contribution is finding that academic culture, student competencies, institutional facilities, and academic service quality significantly influence students' readiness to engage in international learning environments. This study documents empirical evidence that strengthening institutional support systems and enhancing students' competencies can significantly improve readiness for global academic engagement and international collaboration.

Contribution/Originality: This study proposes an empirical model explaining factors influencing students' readiness for international academic mobility in Indonesia. It integrates academic culture, student skills, infrastructure, and administrative service quality, and develops a validated measurement model using EFA and CFA to help universities evaluate and strengthen students' global academic readiness.

1. INTRODUCTION

An international academic mobility program is essential for students to increase their academic experience and personal growth (Royo, 2017; Tabroni, Sari, Salamah, & Mulyani, 2022). Consequently, universities in many countries have implemented international programs and quality initiatives as strategic measures to develop competitive human resources for the twenty-first century (Alarfaj & Al-Omar, 2020; Lase, 2019; Rizki Mulyani, Ramadhanu, Permata Sari, Husna Arsyah, & Sri Wahyuni Nengsih, 2019; Wu, 2022). To support this, the universities need to prepare the curriculum and competencies of graduates with international education and knowledge (Holmqvist, 2019; Mulenga & Kabombwe, 2019).

The world higher education ranking is one of the considerations for universities to reach the global education market (Pavel, 2015; Romanova, Kireeva, & Podzorova, 2019). This ranking is evaluated using various assessment factors from an organization, magazine, newspaper, website, government, or university *tinggi* (Altbach, 2012; Banász, Kosztán, Csányi, & Telcs, 2023; Brankovic, Ringel, & Werron, 2022). Academic ranking of world universities (ARWU) or world university academic rankings (Docampo, Egret, & Cram, 2022; Shin & Shin, 2020; Török & Nagy, 2020) also carries a ranking of higher education institutions compiled by Shanghai Jiao Tong University <https://p2k.utn.ac.id/> (Benito, Gil, & Romera, 2020) which has an impact on the university's reputation (Shin & Shin, 2020).

The National University of Singapore (NUS) is in first position as the best university in the ASIA region that can be studied as a role model for international class development, including in Indonesia (Pramana, Chamidah, Suyatno, Renadi, & Syaharuddin, 2021). NUS provided various accelerations towards international classes. The QS World University ranking places NUS as the best in ASIA. NUS achieves international learning class, competence, and competitiveness in response. Globalization is the foundation of state education in the world in the 21st century (Lase, 2019; Tu, Zhang, & Chiu, 2020; Wignaraja, 2003).

Universities as educational institutions that prioritize quality and service, always prioritize continuous improvement in institutional management. The University's achievement in its vision and mission is to become a reputable university in ASIA. Reflects quality and class in one region and is part of the internationalization of education. The internationalization of institutions is part of the preparations that need to be studied so that institutions not only fulfill their administrative capacity but also their academic reputation (Carpenter & Krause, 2012; El-Taliawi & Van Der Wal, 2019; Pusser & Marginson, 2013; Tran, Battese, & Villano, 2020).

From the student perspective, there are various internal readiness factors for international academic mobility programs, including academic culture (Borisenkov, Gukalenko, Kazarenkov, Kazarenkova, & Karnialovich, 2020; Knight, 2012), student skills, infrastructure, administrative systems, finance, marketing of educational services, institutional management, and government policies/regulations (Alexa & Káplár-Kodácsy, 2020; Knight, 2012; López-Duarte, Maley, & Vidal-Suárez, 2021). Therefore, the aforementioned factors need to be analyzed to provide an overview of students' level of readiness in international academic mobility programs.

Academic culture reflects academic freedom, diversity, curriculum, student exchange, democratic leadership, quality of learning, campus connectivity with society and social responsibility, student research groups, and global insight. These various dimensions need to be studied to obtain conceptual and operational measurements of academic culture's Readiness for International Academic Mobility Programs (Hussain & Shen, 2019).

Student skills in 21st-century competencies include research and publication of scientific articles, citations, innovation, specialization, English/international language skills, entrepreneurial skills, and leadership. These facilities and infrastructure include ICT, LMS, a learning center/lab, and a library. Meanwhile, aspects of the academic administration system include superior human resources, award-winning service quality, and others. The factors and dimensions above need to be developed and studied to obtain measurement validity and reliability in students' readiness for international academic mobility programs. Previous studies on international academic mobility have not sufficiently developed and empirically validated an integrated measurement tool for student readiness. This

study fills this gap by proposing and testing a validated instrument that enables institutions to systematically assess and improve students' readiness for international academic mobility programs.

All the factors above will be analyzed, with the highest score serving as a model reference and the lowest as a finding for improving and accelerating the institution toward internationalization. Conversely, the institution's achievements in internationalization will be assessed through student perceptions. Other factors, due to researchers' limitations, can be set aside, so the dominant factors are based on literature reviews from theoretical disciplines as a guide for developing models. Based on this explanation, the research questions for the studied problem can be formulated as follows.

RQ1: What is the description of empirical research data for academic mobility programs?

RQ2: How is the quantitative model factor analysis of students' readiness for international academic mobility programs?

RQ3: How do empirical results of achievements affect students' readiness for international academic mobility programs?

The rest of this paper presents the theoretical study and hypothesis development. The next section deals with methodology using exploratory and confirmatory factor analysis. The subsequent section provides results and discussions, while the last section deals with conclusions, implications, limitations, and future suggestions for scholars.

2. LITERATURE REVIEW

The study of globalization and educational development has become a focus of world development (Spring, 2012; Ursul et al., 2014). Preparation of all resources and optimization of the educational sector requires policies and processes (Fan & Popkewitz, 2020) that are widely researched because preparing future generations is based on current conditions that can be anticipated (Eras, 2016; Leal Filho et al., 2018; Tight, 2022).

The best university rating agency in the world is declared with the following assessments and achievements. First, the world higher education ranking is a ranking of higher education institutions throughout the world based on various combinations of assessment factors. This ranking is carried out by various rating institutions from organizations, magazines, newspapers, websites, governments, or universities. In addition to ranking entire institutions, raters also provide rankings based on a program, department, and faculty. However, there are no college rankings that rate students' academic quality. College ranking methodology has generated much debate about the usefulness and accuracy of rankings.

Academic ranking of world universities (ARWU) is a ranking of higher education institutions compiled by the University of Jiao Tong Shanghai. The assessment methodology used is: (1) the alumni are the winners Nobel Prize and Award trophy (10 %), (2) teaching staff have won Nobel Prizes and Awards (20%), (3) conducted research cited in 21 science subject categories (20 %), (4) number of articles published in nature and science journals (20 %), in citation index, citation index in social sciences, citation index in arts and humanities (20 %), and (5) per capita academic performance of an institution (10 %).

The National University of Singapore (NUS) is in first position as the best university in the ASIA region (Das, Lim, & Aravind, 2022). NUS web display with "The road ahead will be tough, but with the cohesiveness and strength of our NUS community, we shall win as#OneNUS." In another session, NUS declared itself a campus for change, leadership, and entrepreneurship. Science and technology partnerships with MIT, educational and financial reforms, as well as adjustments to teaching, research, and change management staff, are the keys to NUS becoming the world's best reference campus (Chao, 2023; Oleksiyenko, Chan, Kim, Lo, & Manning, 2021).

Developing institutional internationalization is not an easy matter, including compiling and formulating the curriculum. The concept that is prepared must be able to answer all the challenges that exist in its time, while it is clear that change cannot be avoided. The emergence of world-class universities proves that there is quality and

educational achievement that world-leading universities need to address and prepare for (Oleksiyenko et al., 2021). Table 1 informs the main criteria for the international class.

Table 1. The main criteria for the international class.

No.	International Class Criteria	Source
1	International-class universities in Indonesia can be seen from university management and bureaucracy, funds that still rely on subsidies from the government, and dependence on government policies. To improve, universities in Indonesia must be more independent and autonomous, and government policies must be equal. Changing university management patterns with the concept of "higher education as an industry" as in developed countries.	Murdowo (2018)
2	The superior outcomes of world-class universities – highly sought-after graduates, cutting-edge research, and dynamic technology transfer – can be attributed essentially to three complementary sets of factors: (a) high concentration of talent (students and faculty); (b) abundant resources (financial and educational); and (c) good governance (supportive regulatory framework, autonomy, vision, and leadership, academic freedom (WCU Encyclopedia Entry July 2016, n.d.)	Aedi (2022)
3	Superior research, high reference index in international publications, internationalization of budget and facilities, quality PBM, Web and ICT, and superior human resources with specifications, Factors, Facilities/Infrastructure Factors, Curriculum Factors, Learning Method Factors, Fund Factors, Networking	Sosiatri (2018)
4	International universities in the world have the following characteristics and advantages: (a) research excellence, (b) academic freedom and intellectual atmosphere, (c) strong self-management, (d) adequate facilities and funding, (e) diversity, (f) internationalization, (g) democratic leadership, (h) use of information and communication technology (ICT), (i) quality of learning in lectures, (j) connection with society, and (k) internal campus collaboration.	Alharbi (2016) and El Junusi, Musahadi, and Yuningrum (2019)
5	To achieve international class accreditation, universities must be able to meet various criteria that have been set according to international standards. Quacquarelli Symonds (QS), a research institution operating in the field of higher education with core criteria: (a) research quality, (b) working graduates, (c) teaching quality, and (d) infrastructure.	Kumar, Shukla, and Passey (2020); Huang (2012) and Dimzov, Matošić, and Urem (2021)

Source: Researcher data processing (2025).

In the context of Indonesia, the international class is still part of the bureaucracy with a special internationalization program, not part of the development and establishment of education. The education system, including human resources and quality assurance, is important in improving the quality of educational institutions (Girmanová, Šolc, Blaško, & Petrík, 2022). International education refers to a dynamic concept that involves the travel or movement of people, thoughts, or ideas across political and cultural boundaries. This is a phenomenon of globalization, which increasingly removes geographic constraints on economic, social, and cultural arrangements (Bachtar, 2019; Hondzel & Hansen, 2015). This concept involves various kinds of learning, including, for example, formal education and informal learning. Involves international school academic activities.

The aforementioned study examined international, social, political, cultural, and economic dialogue. International educators are responsible for designing, managing, and facilitating programs and activities that help participants to engage appropriately, effectively, and ethically in interactions with culturally diverse people and ideas (Alismail, 2016; Sari & Yüce, 2020). Thus, every educational institution in Indonesia must prioritize quality and service. Postgraduate studies as an educational unit always improve the quality and services of education, even towards a world-class university. This has been done administratively and academically through institutional accreditation. In other aspects, students' perceptions and readiness need to be studied, as well as their achievements.

Students' readiness to face changes in institutional internationalization is studied through modeling. This research was developed based on academic culture factors, student skills, infrastructure, and academic administration systems. Based on research data, a picture of the level of readiness for each dimension is obtained from students' readiness for international academic mobility programs, which will be applied in the postgraduate program. Based on a study of theory, literature, previous researchers, and the hypotheses proposed in this research, the research proposal model framework can be presented as follows:

H_{1.1}: Academic culture affects students' readiness for international academic mobility programs.

H_{1.2}: Student skills affect students' readiness for international academic mobility programs.

H_{1.3}: Infrastructure effects on students' readiness for international academic mobility programs.

H_{1.4}: Academic administration system affects students' readiness for international academic mobility programs.

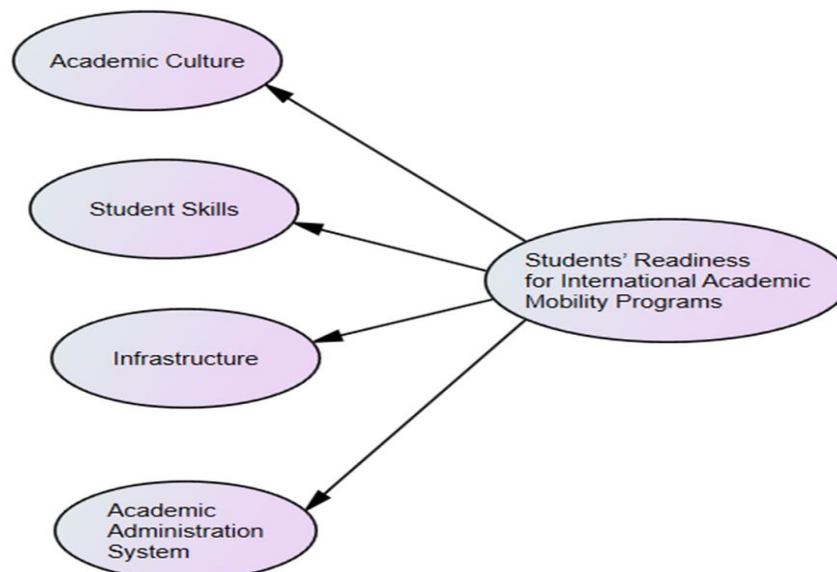


Figure 1. Conceptual framework of students' readiness for international academic mobility programs.

Figure 1 presents the proposed research model developed based on grand theories of students' readiness for international academic mobility programs.

3. METHODOLOGY

3.1. Research Design

The subjects in this research were postgraduate students at Universitas Negeri Jakarta, Indonesia. Specifically, this research develops a model compiled based on theoretical research and analysis of the research thinking framework on the research subject's readiness for international academic mobility programs. This research used quantitative methods with factor analysis to seek Students' Readiness for International Academic Mobility Programs (Dawadi, Shrestha, & Giri, 2021). While data collection techniques used in this study were literature surveys and previous studies. Thus, the data in this research comes from a literature study. Factor analysis was applied as the primary analytical technique to identify and confirm the underlying dimensions of student readiness.

3.2. Research Population and Sample

The population in this study was postgraduate students in master's and doctoral programs, determined based on the criteria for representation in the field of science as an accessible population. While the sample determination in this study was taken with an inaccuracy level of 5%. The sample calculation uses the Solvin formula using sampling techniques with the method of simple random sampling, that is, the sampling of population members is carried out randomly, without paying attention to the strata contained in the population (Siyoto & Sodik, 2015). The total population is 2389, with the Isac Michael sampling formula at a confidence level of 5%, and the sample size is 255.

3.3. Research Instrument

Data were collected using a structured questionnaire developed from an extensive review of the literature and relevant previous studies. The development of the research instrument and the measurement of variables were adopted from established theories and relevant prior studies. The instrument measured five constructs: academic

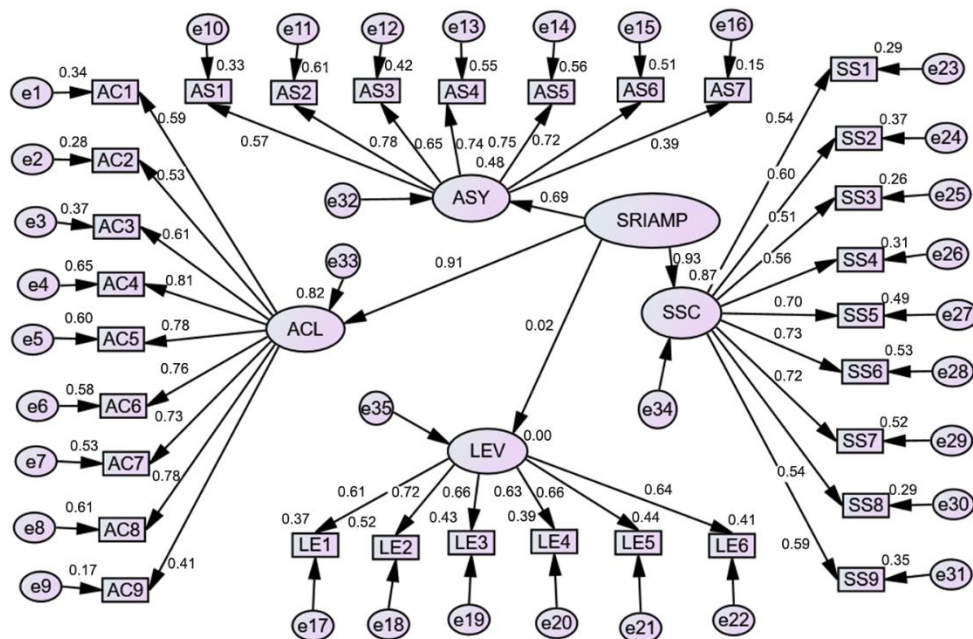
culture (Leithwood, Sun, Zhang, & Hua, 2024; Xiaoying, Baharom, & Abd Razak, 2024), student skills (Dewi, Soekopitojo, Larasati, Kurniawan, & Hartanti, 2020; Nofrida, Slamet, Prasajo, & Mahmudah, 2022), infrastructure (Jamaludin, Mckay, & Ledger, 2020; Mian, Salah, Ameen, Moiduddin, & Alkhalefah, 2020) academic administration system (Ishak & Mansor, 2020; Jain & Jain, 2022; Jamaludin et al., 2020) and students' readiness for international academic mobility programs (Borisenkov et al., 2020; Jugembayeva, Murzagaliyeva, & Revalde, 2022; López-Duarte et al., 2021; Yang, 2022). Each construct was represented by multiple indicators designed to capture the dimensions of student readiness comprehensively.

3.4. Validity and Reliability Tests

The collected quantitative data were analyzed using Exploratory Factor Analysis (EFA) followed by Confirmatory Factor Analysis (CFA) with AMOS 21 to validate the measurement model. To test the causality model between variables based on theory, a test was carried out validity and reliability of construct measurement models with criteria of Cronbach score equal to or higher than 0.6 (Hair, Babin, & Krey, 2017). Next, a test is carried out with a hypothesis to test normality, linearity, and significance of the regression coefficient and correlation. To test the goodness of fit model, several measurement criteria must be met: probability > 0.5 (Schermelel-Engel, Moosbrugger, & Müller, 2003), RMSEA < 0.05 (Hu & Bentler, 1999), CFI > 0.95, and CMIN / DF values < 2 (Tabachnick & Fidell, 2007). The factor analysis test carried out is expected to meet CR and AVE standards with a loading factor above 0.5.

4. FINDINGS

Data description is a general description of the results of data processing from five research variables. Data from the variables in this research were obtained through the process of filling out a questionnaire by 255 respondents at the Jakarta State University Postgraduate Program. This research measures students' readiness for International Academic Mobility Programs with variable academic culture (ACL), student skills (SSC), infrastructure (LEV), academic administration system (ASY), and testing hypotheses that have been previously proposed based on theoretical studies. As a result, a standardized estimate is presented in Figure 2.



Students' Readiness for International Academic Mobility Programs
Standardized estimates Chi-square = 967.590; df = 430; p = 0.000;
Cmin/df = 2.250; RMSEA = 0.070;
RMR = 0.083; AGFI = 0.766; CFI = 0.841; GFI = 0.797; TLI = 0.828

Figure 2. Second-Order confirmatory factor analysis (CFA) model of students' readiness for international academic mobility programs.

Figure 2 illustrates the first-order Confirmatory Factor Analysis (CFA) model used to measure students' readiness for international academic mobility programs. The model comprises five latent variables; the figure also presents the standardized estimates for testing the hypothesized relationships derived from prior theoretical studies.

However, there are still invalid items with loading factors below 0.5. Invalid items will be removed from the model and re-estimated. Based on the data above, items that did not meet the factor loading criteria above 0.05 were removed from the model, namely ASY7 and AC9, so that the model can be re-estimated, invalid instrument items need to be dropped, and modified indices to meet the GOF criteria. The model is not GOF yet, so it needs to be improved and include criteria based on input covariances and M.I. by charge. The instrument is valid and reliable, the data have been corrected and re-estimated, and the model has been optimized by incorporating suggestions from modification indices. As a result, a standardized estimate is presented in Figure 3.

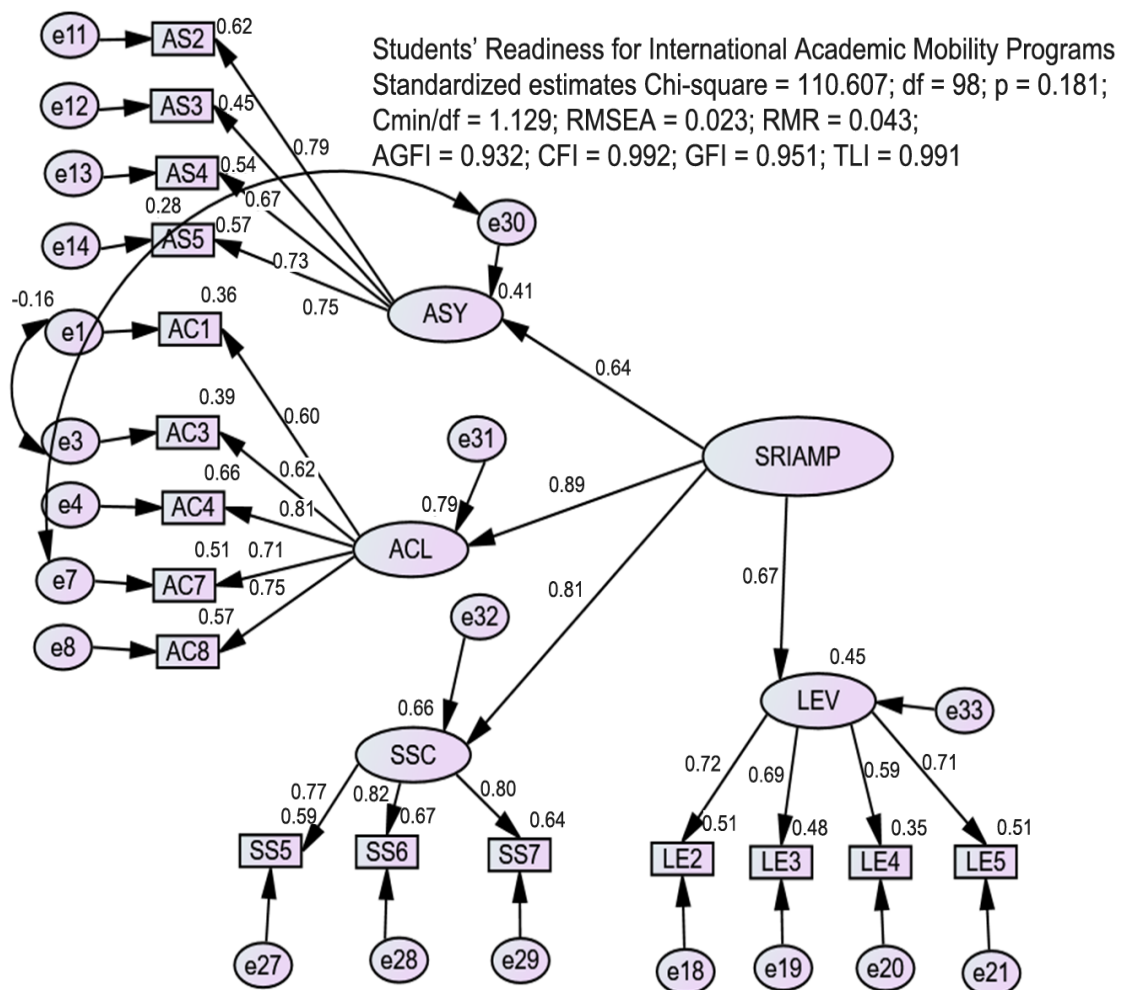


Figure 3. Final structural equation model of students' readiness for international academic mobility programs.

Figure 3 presents the second-order Confirmatory Factor Analysis (CFA) model. Based on the results shown in the figure, the model satisfies the goodness-of-fit (GOF) criteria, indicating that the measurement model is acceptable and well-fitted to the observed data.

Based on the data in Figure 3, the second model above meets the GOF Model criteria. Test the measurement model students' readiness for international academic mobility programs against ACL, SSC, LEV, and ASY data obtained in Table 2.

Table 2. Factor measurement instrument: students' readiness for international academic mobility programs.

No.	Variables/Items	Factor Loading
Academic Culture (ACL)		
AC1	The Postgraduate Faculty gives students the freedom to discuss, research, disseminate, and publish their work	0.585
AC2	The campus accepts differences in ethnicity, race, religion, and culture	0.531
AC3	The course curriculum that I follow is based on international student competency standards and learning outcomes	0.607
AC4	The faculty holds international student exchanges (foreign students)	0.807
AC5	Leadership in graduate school is carried out openly and democratically	0.776
AC6	There is a student research group that facilitates students in discussions and studies in research fields	0.765
AC7	I participate actively in international activities	0.724
AC8	I obtained professional competence according to international expertise	0.782
AC9	There is an international collaborative research program that students can take part in.	0.408*
Student Skills (SSC)		
SS1	I publish articles in reputable international journals	0.537
SS2	I can develop research using data sources and libraries accurately	0.603
SS3	My publications are cited by other people in the world as references	0.517
SS4	Lectures are held in a foreign language	0.555
SS5	I can develop creative ideas according to the needs of international studies	0.697
SS6	I have developed skills according to international demands	0.725
SS7	I have an English language certificate with a minimum score equivalent to 500 TOEFL (ITP).	0.719
SS8	I can build and manage a business independently	0.540
SS9	I can make effective organizational decisions	0.594
Infrastructure (LEV)		
LE1	Instructors use hypermedia in teaching	0.364*
LE2	The study program provides applications to support my profession	0.749
LE3	Lectures are carried out online based on web learning effectively	0.687
LE4	There is a digital lab that supports my profession	0.598
LE5	The library provides e-library services to access international journals	0.666
LE6	The library meets the criteria for providing reference sources for students' international studies	0.678
Academic Administration System (ASY)		
AS1	My study program is internationally accredited	0.572
AS2	Faculty/Postgraduate collaborates with the best 100 international campuses	0.781
AS3	Academic services are reliable	0.646
AS4	Standard qualifications for administrative staff are met	0.740
AS5	Academic services are responsive, simple, fast, and effective	0.751
AS6	Monitoring and quality services are carried out "continuously" and openly	0.716
AS7	Innovative online-based academic administration system	0.386*

Note: *Loading Factor below 0.5/drop.

Source: Researcher Data Processing 2025.

The results of measurement model data processing students' readiness for international academic mobility programs based on the hypothesis proposed and the results of ACL, SSC, LEV, and ASY in full from the output of Amos 21 are presented in Table 3.

Table 3. Measurement Model and Hypothesis Testing.

Hypothesis testing	Estimate SRW	Estimate RW	S.E.	C.R.	P	Label
ASY → SRIAMP	0.640	1	0.115	9.786	***	Significant
ACL → SRIAMP	0.886	1.338	0.211	6.348	***	Significant
SSC → SRIAMP	0.814	1.339	0.194	6.904	***	Significant
LEV → SRIAMP	0.673	1.054	0.173	6.101	***	Significant

Note: ***p < 0.001 (two-tailed test).

Source: Researchers 2025.

The results of the measurement model and hypothesis testing showed that hypotheses with a positive and significant influence between ASY, ACL, SSC, and LEV on SRIAMP. The results indicated that the four hypotheses proposed have met the criteria and are significant in affecting SRIAMP. In addition, the result of the Goodness of Fit estimation is presented in Table 4.

Table 4. Goodness of fit model.

Test statistics	Test Criteria	Mark	Test results
Chi-square	-	11.61	-
Degree of Freedom	-	98	
p-value	> 0.05	0.181	Fit
Cmin/DF	< 2.00	1.129	Fit
Root Mean Square Residual (RMR)	< 0.05	0.043	Fit
Root Mean Square Error of Approximation (RMSEA)	< 0.08	0.023	Fit
Adjusted Goodness of Fit (AGFI)	> 0.90	0.932	Fit
Goodness of Fit Index (GFI)	> 0.90	0.951	Fit
Comparative Fit Index (CFI)	> 0.90	0.992	Fit
Tucker Lewis Index (TLI)	> 0.90	0.991	Fit

Source: Results of Researcher Data Processing, 2025.

5. DISCUSSION

This research found a positive academic culture in students' readiness for international academic mobility programs, meaning that if an increasingly conducive academic culture is formed, it will raise students' readiness for international academic mobility programs. This indicates that there is a need to increase the provision of student freedom in discussing, researching, disseminating, and publishing work results, course curricula according to competency standards and international student learning outcomes, faculties holding international student exchanges, students actively participating in activities internationally, obtain professional competence according to international expertise, there are international collaborative research programs that students can take part in.

The level of academic culture is measured to be, on average, high. The indicator with the highest score is "there is an international collaborative research program that students can take part in", while the lowest indicator is "the postgraduate faculty gives students the freedom to discuss, research, disseminate, and publish their work". This indicates empirically that postgraduates need to facilitate students in discussing, researching, disseminating, and publishing their work. The aspect of freedom at this time may have been given, but the competence to be able to publish, including the constraints of submitting paid articles, may be an obstacle in interpreting free international publications for postgraduate students.

Academic culture is a process of preparation and improvement of institutional internationalization (Jibeen & Khan, 2015; Lin, Wang, Li, & Wang, 2022). Various considerations in improving academic culture for institutional internationalization are also in the study (Paiman & Ahmad, 2014). This research also recommends institutions in modeling increased internationalization readiness in aspects of academic culture, to improve aspects of international collaborative research programs that students can participate in. This is indicated as an international collaborative opening for students in creating an academic culture.

This research found that there were student skills; students' readiness for international academic mobility programs was positive and significant, meaning the higher the students' skills, the higher their readiness for international academic mobility programs. The following are aspects that need to be studied and developed in shaping student readiness in internationalizing classes and institutions. Among these skills are the ability to develop creative ideas according to the needs of international studies, obtain skill development according to international demands, and have an English language certificate with a minimum score equivalent to 500 TOEFL (ITP).

The skill level of students is measured to be, on average, high. The indicator with the highest score is "I can develop creative ideas according to the needs of international studies," while the lowest indicator is "I have an English language certificate with a minimum score equivalent to 500 TOEFL (ITP)." This research finds that to increase student readiness in class and institutional internationalization, it is necessary to improve language skills. Meanwhile, as a model, the skill aspect that needs development to prepare for internationalization is the ability to develop creative ideas according to the needs of international studies.

Student skills as a variable in international class and institutional readiness cannot be denied. The findings of this research support the statement that student skills are the main aspect of 21st-century international student competence (Stehle & Peters-Burton, 2019) and are even a basic need for institutional preparation, especially language (Ma et al., 2019). This research found that there were means of communication for students' readiness for international academic mobility programs, meaning that the more complete the infrastructure, the higher it will be students' readiness for international academic mobility programs.

Several aspects of international class supporting infrastructure include the study program providing applications to support students' professions, lectures being carried out effectively online based on web learning, a digital lab to support students' professions, and the library provides e-library services for accessing international journals. In measuring facilities, the indicator with the highest score is "the study program provides applications to support my profession". while the lowest indicator is "the library provides e-library services to access international journals". This indicates that the university must increase the provision of e-library services for access to international journals. Students need access to reputable journal publishers to be able to have international capacity. These services mainly access Scopus and WOS, because these two accounts are libraries for international researchers, although subscriptions are relatively expensive. Meanwhile, researchers recommend improvements to aspects of the study program to provide applications to support students' professions so that they have international capacity.

The results showed that infrastructure for students for class and internationalization of institutions are absolutely necessary (Manuputty, Penti, Agustina, Anjelia, & Rinie, 2023). Infrastructure is the main need for internationalization because it is a concrete aspect that can be seen and utilized by institutions and students. Therefore, providing facilities to support international student competency is necessary in the facilities aspect (Martirosyan, Bustamante, & Saxon, 2019), including for developing countries to internationalize their educational institutions (Akomolafe & Adesua, 2016). This research found that the influence of the academic administration system on students' readiness for international academic mobility programs is positive and significant, meaning that if the academic administration system is increasingly satisfied, then it will increase students' readiness for international academic mobility programs.

Measuring aspects of the administration system, through indicators of institutional collaboration with the top 100 international campuses, reliable academic services, standard qualifications of administrative personnel are met, and academic services are responsive, simple, fast, and effective. The quality of postgraduate services at Universitas Negeri Jakarta is measured as high on average. The indicator with the highest score is "responsive, simple, fast and effective academic services", while the lowest indicator is "faculty/postgraduate institutional collaboration with the best 100 international campuses ". This indicates that postgraduates need to increase institutional collaboration with the top 100 international campuses. The results of this research do seem to provide high targets and estimates, but the results of studies from Univ Singapore, NUS, in collaboration with MIT, provide extraordinary aspects in financial modeling, study program management, and student competency towards the ASIA international campus. UNJ Postgraduate already has a lot of collaboration, but it would be good to increase collaboration with the best universities in the world for modeling and development.

The results indicate the need for an academic system to support the internationalization of educational institutions and classes, as noted by the study (Obeng-Ofori & Oppong Kwarteng, 2020; Romani-Dias, Carneiro, & Barbosa, 2019). Administration is the main thing digitally for international educational institutions (De Wit, 2020;

Kyrychenko, 2018). In fact, these findings strengthen the recontextualization of classes and educational institutions that want to internationalize aspects of the administration system and service quality (Jeon, Hwang, & Hong, 2023).

6. CONCLUSION

Measurement model research results on students' readiness for international academic mobility programs concluded that the level of academic culture at Universitas Negeri Jakarta was measured as high on average. Indeed, the skill level of students in Jakarta is measured to be, on average, high. Similarly, the level of infrastructure and academic administration system at Universitas Negeri Jakarta is measured to be, on average, high. The influence of academic culture, student skills, infrastructure, and the academic administration system on students' readiness for international academic mobility programs was positive and significant. Based on empirical findings, student skills in developing creative ideas according to the needs of international studies, infrastructure with the study program providing professional supporting applications, and an academic administration system with academic services are responsive, simple, fast, and effective.

7. RECOMMENDATIONS

Students' readiness for international academic mobility needs improvement in aspects of academic culture. There should be increased discussion, research, dissemination, and publication of work results. For student skills, a need exists for an English language certificate program to raise the minimum score to 500 on the TOEFL (ITP). Regarding infrastructure, providing e-library services for access to reputable international journals is essential. Lastly, for the academic administration system, collaboration with the top 100 international campuses is necessary. The results of this research can strengthen the argument for influencing students' readiness for international academic mobility programs and serve as a theoretical reference in developing such readiness. This will enable universities to improve students' preparedness for international academic mobility programs with clear indicators and measurement models.

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