Indonesian International Students' Identity Post Mobility: How Mobility Affects International Students Beyond Education

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Abstract

As part of the skilled labour group, international students have quite high potential to decide their country's future direction. This means there is a need of deeper understanding regarding the views and identity of international students, which are affected by their study tenure abroad. As such, this paper aims to shed new light to how mobility as a form of migration affected the identity of Indonesian international students as a group of migrants. To achieve this purpose, five international students from Indonesia, both current and former, were interviewed in depth to understood these post-mobility changes in their identity. From these interviews, it was revealed that their experience abroad, not exactly the mobility act itself, is the one with more impact on their identity. Most expressed that their time abroad has changed their perspective and general world-view, such as they feel more like are a global citizen or more concerned about environmental and humanity issues. In turn, even though their Indonesian root is still visible, sometimes they are also seen akin to a stranger in their own home.

Keywords: international students; international student mobility; student migration; constructivism; identity

Introduction

'Migration' is a term more often than not used to refer to a process in which people or groups of people physically move from one geographical place to another, regardless of the various reasons, length of stay in host community, and geographical distance (Hagen-Zanker, 2008; La Barbera, 2014; IOM, n.d.). The International Organization for Migration (IOM) further explained that the people or groups of people who migrates, commonly referred to as migrants, includes "well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally-defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students" (IOM, n.d.). The United Nations (UN) has also perceived the issues around migration and migrants as an important to be discussed. This can be seen from some Sustainable Development Goals (SDGs), such as Target 8.8 about protection of migrant workers', especially women rights, Target 10.7 about migration policies, and Target 10.c about the reduction

of remittance transfer costs (Faozanudin & Islam, 2021). These goals, however, is more concerned with IOM's first and second group of migrants, whereas the last group is regarded more as an after-thought. Thus, a new question emerged: Where are the international students?

International Students and Their Mobility

International students, and their mobility, has been around for decades and is still a popular topic to be discussed in various fields; from psychology to communication, from social sciences to linguistics, and even geography (Wickramasinghe & Wimalaratana, 2016). Their diversity means this group has infinite possibility to be subjects in various researches. The term 'international students' itself is commonly used to refer to a group of students who choose to further their education by leaving their country of origin and moving to another country (OECD, 2020, 2021; UNESCO UIS, n.d.b).

They are "those who received their prior education in another country and are not residents of their current country of study" (OECD, 2021). Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics defines 'International (or internationally mobile) students' as "students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin" (UNESCO UIS, n.d.b). Both organizations' definition applies to all levels of education, with university-level international students, whether in bachelor or master degree programmes, specifically called 'Tertiary-level Students'.

Various types of international students exist and migrate every semester, differentiated through their home and host countries, their funding sources, their affiliated university and field of education, their level of education, their primary motives, and many more factors. They are divided, for example,

by their programs into credit students, who went to study abroad only for a few months or semester, and degree students, who finished the entirety of his degree abroad (Findlay, et.al., 2012). Most, as another example, successfully completed their education abroad, though some went back home without completing it. Some choose to stay in their host country, while others choose to go back to their home country. One thing which will not change is that international students are always attached to their act of migration, or more commonly known as mobility.

Truly, inseparable from international students is their act of moving to another country for a certain period of time, which is often referred to as 'international student mobility'. This string of words is the most common pairing between this group and their inevitable activity of moving across borders, as international students are seen more as temporary migrants who have a high chance of going back to their home country (King, et.al., 2010). In all actuality, the term 'mobility' here is synonymous with terms such as 'movement' or 'migration', considering international students sometimes became labour migrants in their host countries.

According to UNESCO, the number of international students, and consequently their mobility, worldwide in 2018 has soared to over twice the number it was just twenty years prior; from just 2.2 million in 1998 to 5.6 million in 2018 (Mason, 2021). Most of them came from China and India, who are number 1 and 2 in population number (The World Bank, 2020), whilst the most popular host countries are the United States of America (USA) and the United Kingdom of Great Britain and Northern Ireland (UK). OECD released similar data, where it shows that the number of international student mobility is rising each year. Here, China and the USA once again become the two main stars, though China leans more to being a home/ sending country, whilst the USA more often than not is the host country (Mason, 2021).

Indonesia, which is the fourth most populous country, on the other hand is still a largely unexploited market in the international student mobility sector. With 53,604 outbound international students, Indonesian international university students only represent 0.9% of total global international tertiary-level students (UNESCO UIS, n.d.a). However, that low number does not mean the number of Indonesians currently in university-age are dwindling. This can be seen from how the number of Indonesian international tertiary-level students only consist of 0.6% of all university students enrolled across Indonesia. Currently, most Indonesian international students choose Australia as their destination with more than one-fourth of them going to Australia. Other popular host country destinations include Malaysia, the USA, and Japan.

As a migration phenomenon, international student mobility is motivated by some factors, though these factors are not necessarily the same as forced migration or work migration. Meanwhile the end-goal is still somewhat economical, considering the purpose of achieving higher education in general is to increase skills and knowledge in order to better secure future employment, international student mobility places its focus more on the achievement of high-quality education and expanding knowledge and skills (OECD, 2020).

In explaining the factors behind international student mobility, international migration theory of push and pull factors is the one most often used by researchers (Lin & Kingminghae, 2017; Mazzarol, et.al., 1996; Mazzarol & Soutar, 2002). Traditionally, push factors are used to refer to factors which make migrants decided to leave their home countries, whilst pull factors are factors which make migrates decided to enter certain host countries. In the case of international students, pulling factors from host countries tend to be stronger, with considerations focused on knowledge of host country and institution, recommendations, fees, environment, geographical distance, and network (Mazzarol & Soutar, 2002).

This high number is also helped enormously by globalization, especially neoliberal globalization (Faozanudin & Islam, 2021). Thanks to globalization which brings along positive changes in information technology communication, lowers needed costs, and increases pro-migration policies, migration and mobility has been a rapidly growing global phenomenon (Wickramasinghe & Wimalaratana, 2016). Globalization itself can be defined as a condition where inter-countries borders become blurred (Bukhari, et.al., 2021), which makes it easier and easier for more people, including students, to have access and more alternatives for their higher education.

Despite the numbers showing a promising rise in popularity, being an international student is not as smooth. International students face numerous challenges even before they leave their home country, much less when they actually leave. Not only academically, they have to quickly adapt to the new cultures, norms, and habits in the host country or community. In other words, they have to tackle social, cultural, and psychological challenges before they can even talk about the academic challenges they are facing (Cruwys, et.al., 2021; Severino, et.al., 2014). It is not rare for international students to receive rejection or other unwelcoming experiences from their host community to the degree which they chose to drop-out of their courses abroad and went back to their home country. Those who succeed, though, might find living abroad to be more enjoyable.

In the same vein, this type of migration also has different effects on the international students as migrants, their host community and country, and their home community and country. Other involved actors include the university and their benefactors (such as scholarship givers). In particular, family plays

a big role as these students are only just starting their independent adult life. Coupled with challenges they may face in another country, such as adjusting with new cultures and social norms, easing into the different language or dialects, facing different climates and food, and, most importantly, overcoming their academic challenges (Cruwys, et.al., 2021), support is detrimental to their health and success in education. Thus, one migrant group which is also important to be analysed, but unfortunately still receive little to no exposure, is international student.

Identity and International Mobility

A person's identity is shaped by what he has experienced in his life. Memorable or not, each thing a person went through has impacts on his identity. In other words, identity marks who we are, what we believe in, and how we perceive ourselves, others, and the world at large. Identity itself can be defined as the unique character or personality someone possesses, and at the same time the similarities in which individuals in a group are known for (Merriam-Webster, n.d.); it is both an individual and collective feature; it is determined by a person's sense of themselves both as individuals and as members of various social groups (Cruwys, et.al., 2021).

It has been agreed that one person can hold multiple identities at the same time. Researchers, especially psychologists, believe that a person has different identities and those identities can be adapted in different settings. Bardi, et.al. (2014), for example, said that a person's identity actually consists of several identities, which can include groups membership, individual traits, and physical aspects. Similarly, Alexander Wendt proposed four types in which identity can be categorized, which are: 1) Person or corporate; 2) Type; 3) Role; and 4) Collective (Zhan, 2020).

Person, or corporate, identity refers to the self-protecting structures which an actor builds and differentiate them with other actors. In application, the actors involved here could be individuals or groups of individuals. The second category, which is type identity, refers to a label that has been given, usually by society, to a group of people who shares one or more common intrinsic characteristics. These characteristics ranges from physical appearance and features, values and attitude, knowledge and experiences, to even simply historical and geographical similarities.

Role identity, on the other hand, is an identity which is made by the society and not intrinsic to each actor. These can include identities relating to, for example, profession and familial relations. The last identity, which is collective identity, can be perceived as the result of combining type and role identities. Collective identity includes an identification of the self in relation to others, such as the feeling of being a member of certain city group as opposed to a member of their country as a whole.

Using that idea as a starting point, a model called Social Identity Model of Identity Change (SIMIC) tries to explain how experiences, especially critical or important ones, are detrimental to the changes one's identity can take (Mawson et al., 2016). SIMIC also suggests that inclusiveness or groups membership may fuel a richer identity which makes that person less sensitive even during a life-changing moment. A similar model, the Social Identity Approach (SIA), produces similar results. Several research done using SIA has shown that during times of great distress and change, people find it more beneficial to at least reshape their identity and to broaden their social groups membership (Kellezi, et.al., 2018).

It is still true that life-changing moments and decisions have an impact on a person's identity. Ballentyne, et.al. (2021) quoted an argument which said that "we don't know a great deal about the patterns of identity change, but immigration is an ideal arena for analyzing these change processes in more

detail". Various other studies, particularly psychology, have also chosen to use migration and migrants as their main focus. From them, it can be concluded that migration is one of the life-changing moments in which people, or migrants in this case, underwent an identity change, either big or small, to better adapt in their new condition.

Mobility, or oftentimes called movement and migration, itself is the act where people move from countryside to city, which is called internal mobility, or from one country to another, which is called international mobility (La Barbera, 2014). It includes both the process of leaving the 'home community' and entering the 'host community'. Migration can also be understood as movement of people or groups of people from one geographic location to another, either permanent or temporary, for various reasons including, but not limited to, better employment possibilities and persecution (Hagen-Zanker, 2008). IOM, similarly, defines migration as a process of "[moving away from the] place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons" (IOM, n.d).

Specifically, international mobility encompasses the process of leaving one's home country and coming to a host country which differs from their home country. The decision international migrants, who are people or groups of people who migrate, took to go to another country is influenced by many factors; most seek better economical and living conditions, while some seek a better life, and others simply have no other choice, which is often the case for forced migrants. Their choice of host country is also influenced by several factors, such as stability, acceptance, and migrant-aid programmes which exist in the host country. Migrants can also stay in their host country, or 'transit countries', from several weeks to several months, years, or even for their entire lifetime. The 'push-and-pull' factors that motivate migration to happen and keep happening really varied per person (Hagen-Zanker, 2008).

The decision to migrate gave birth to several effects, especially to the migrants, though more often than not, their home country, host country, and host community are also affected. Economically, socially, and even politically, migration affects the lives of everyone involved, whether directly or indirectly. Migrants are, for example, sometimes seen as a threat to their host country, especially economically in regards to the labour market and employment opportunity (Lie & Dewi, 2020). Increasingly, health risk has also been increasingly worrying in regards to migrants. In their research, Cruwys, et. al. (2021) noted that stress almost always accompanies migrants, especially during the adjustment stages when they have just arrived. The COVID-19 pandemic also added to this health concern.

As previous researches suggested, decisions regarding migration at large and this mobility specifically are influenced and influencing migrants', or in this case the international students', identity. In particular, mobility affected international students more than simply giving them new knowledge and experience. Through those experiences, international students' identity is re-shaped and re-constructed. Mobility also affects their identity by semi-forcing them to 'adopt' a new identity more in line with values and norms common in the host country. Identity itself is not a singular object, but rather a group of various understandings of a person's uniqueness, role, and even their place in society (Zhan, 2020). One person can have multiple identities, and it is not impossible for these identities to overlap or even clash. Identity determines a person's decisions and actions at a personal level along with the global phenomenon he created, and those decisions influence his identity in return. This phenomenon is in line with the view used in constructivism.

Constructivism

Constructivism views the world we know and relation between international actors as a product of social construct by the actors (Theys, 2017) in accordance to their cultural identity, intent, and interest which they communicate through linguistic symbols (Hadiwinata, 2017). It can be said that the two most important components in social construction are the agents and the structure (Lie & Dewi, 2020). Agents, or actors, here can be understood as the people who are actively interacting with each other and thus are involved in the construction of their understandings about reality and the world around them. Whereas structure here means both material and ideational factors of the international system in which the interaction between actors happens.

One point which constructivists deem as important is about actors' interest and identity. According to constructivists, an actor can have multiple identity which was constructed through social interaction with other actors. Identity itself is the reflection of an actor's understanding of who they are, which in turn shape their interest along with the actions they took (Lie & Dewi, 2020; Theys, 2017). This point is further explained by Alexander Wendt. According to Wendt, constructivism views that international relation pattern is actually lead by ideas, norms, and values which are spread among and believed in by the involved actors. Through socialization and learning processes which happen when actors interacted, those ideas became structured and in turn made actors keep renewing their understanding and interest (Hadiwinata, 2017).

In accordance to how they approach this theory, constructivists are divided into two groups, which are conventional constructivists and critical constructivists. Conventional constructivists tend to ask what-type questions, such as 'what cause an actor to do something'. On the other hand, critical constructivists tend to as how-type questions, such as 'how did an actor believe in certain identity' (Theys, 2017). The two groups also differ in their view of how identity should be treated in their discourses: conventional constructivists focus more on the effects an actor's identity have in relations to international condition, whilst critical constructivists are more interested in how social interaction shape parts of an actor's identity. In line with this paper's research question, a conventional way of thinking is undertaken.

Thus, the research question of this paper is: "What are the changes which happen to Indonesian international students' personal and collective identities due to their decision to study abroad?" To reach the answer, five Indonesian international students were interviewed to better understand their identity, especially after mobility when compared to before, and how or what experiences during their mobility process reshaped their identity. In addition, library review is used to gather the secondary data needed. Qualitative research method is used in line with this paper, which purpose is to show the various responses in the form of identity changes subjects', in this case Indonesian international students', went through due to their mobility in studying abroad. It is by no means a way of generalizing the effects of international student mobility towards said international students, nor is it a way of generalizing the changes Indonesian international students experienced.

In doing so, the researcher hopes to give a small contribution to the study of migration in international relations, in particular about international student mobility. Further, the understanding gathered from this paper can hopefully be used as materials when considering new or revised decision in relation to international student mobility, especially Indonesian international student. As it can be said that all graduating international university students are categorized as skilled labours, their identity and world-view is

important to be considered in order to retain their competency and reduce the risk of brain-drain for Indonesia.

Methods

A qualitative research method was used in this study, more specifically a literature review of existing researches and studies regarding international students, their mobility, and the effects of mobility on migrants' identity, along with an in-depth interview to further explore the phenomenon.

The semi-structured interview process, which was done between 15 January 2022 and 2 March 2022, is guided by a set of questions compiled from previous researches regarding identity in migrants and international students. The interview guideline is divided into four parts: 1) Interviewees' profile, including host country and institution, length of study, and current activity; 2) Motivation in becoming international students, mostly revolving around the reason for choosing the specific country and institution, wishes they hope to achieve by becoming international students, and support; 3) Experiences during and after mobility, including adaptation process, memorable instances, and reason for coming back to Indonesia; and 4) Identity changes, which include, but not limited to, questions on how they identify themselves, along with how they see their position in their family, groups of friends, society, and country at large before and after their mobility.

The interviewees, from the shortest to longest study period abroad, went to Dongseo University in South Korea (for 1 month), University at Buffalo in the United States of America (for 2 years), Technische Universität München in Germany (going on 3 years), Royal Melbourne Institute of Technology in Australia (going on 5 years), and Nanyang Technological University in Singapore (going on 8 years). Two of them are males (the USA and Singapore), whilst three are females (South Korea, Germany, and Australia). All

of them came from a middle-upper family in Surabaya (South Korea, Australia, and Singapore) and Makassar (the USA and Germany), with the youngest being 22 years old and the oldest being 25 years old.

Findings and Discussion

Reasons Behind Mobility

To understand changes in identity, the reasons behind international students' mobility must first be looked at. In this case, the interviewees' reason in choosing to study abroad varies. Most done so simply because there is an opportunity (3 people) given to them at the right time, either by their parents or their previous school in Indonesia. The other two, on the other hand, done so because they are looking for a specific program (1 person) and to escape from their life in Indonesia (1 person). None of them questioned the need to pursue further education, as all of the interviewees aim for at least a bachelor degree before starting their career. Support from their family is also identified, as all said they probably would not have become an international student if their parents are not supportive, both financially and emotionally.

Their reasons to choose their respective host countries reflect these basic reasoning. Living costs which their family can support are identified as one of the most important factors considered, along with the study program and degree offered. Subconsciously, the language used in the host country was also considered; they tend to still choose host countries which they feel familiar with rather than the completely unknown ones to them. Evidently, three of the interviewees went to English-speaking countries (the USA, Australia, and Singapore), and only one actually learnt a 'new' language prior to their mobility (Germany).

Previous experience in travelling and being an international student before their

tertiary-level education is another influential factor, as during high-school the interviewees have been migrating students (the USA and Germany, previously went from Makassar to Jakarta) and even international students, permanently (Singapore) and temporarily (South Korea, previously went to Thailand). The interviewees who went to Australia also has extended history of travelling during vacation with her family, mostly to Europe.

Still geographical distance and familiarity are also considered at the beginning stages of choosing a host country, as interviewees who went to the USA and Australia have both considered Singapore as potential destinations. Their institution choices, on the other hand, was influenced by the program being offered (Australia and Germany) along with cooperation said institution had with their previous education institution in Indonesia (Singapore and South Korea).

Their choice of university is also influenced by whether they have close friends and family members who have gone there previously, though not necessarily still reside there. These implies that during the initial mobility process, their decision was mostly influenced by individual values, desires, or expectancies and their social networks, which are more in line with meso- and micro international migration theories rather than the macro theory, which focuses more on pre-existing structure. These pre-existing structures still play a part though, as further down the road, interviewees who were almost finished with their degree (the USA and Australia) expressed that during their last year of studying abroad, their motivations shift towards the existing employment market, most notably the opportunity to work in their respective destination countries.

Identity Changes during International Student's Time Abroad: Personal Identity

It can be seen that international students' overall identity and perception shifted during their study abroad. From what the researcher concurs during the interviews, however, most of them does not necessarily see their mobility as students to have much impact on their identity, as in the act of moving itself is not as impactful as the experience they underwent during their stay there. This implies they feel welcomed in their host community, as they only include the physical act of going to another country within their mobility whereas their stay there is not actually seen as an act of mobility. One interviewee (the USA) expressed that the act of moving itself was akin to going on a holiday.

Most do need to adapt, though the time varies. The ones who went to Asia (Singapore and South Korea) have the shortest overall adaptation period, mostly because there are similarities in culture and behaviour with Indonesia. Interestingly, the one who went to the USA expressed that he does not need any time to adapt, though this can be attributed to his original personality (not easily fazed). The most difficult points during their adaptation includes languages and social cues, education system, and public transportation system, considering the two cities where they came from (Surabaya and Makassar) does not have adequate public transportation yet. They also expressed that food was not much of a problem because their universities, and the city where they are located at, are common destinations for international students from all over the world, including from Indonesia. As such, international food is more readily accessible thanks to the network which has been built in those particular cities. This shown that pre-existing structures actually helps the adaptation process of these international students without their knowledge.

This adaptation period is said to be the most memorable and impactful. However, the overall changes in identity happened not only during adaptation, though three of the interviewees agree that it was the most

affecting, but also gradually during their entire stay. That is to say, most of them find it hard pressed to find one specific moment that drastically change them forever or to find what exactly are these changes.

Still, when asked, they thought for a moment before answering that yes, their experience as an international student change some aspect of their identity. The changes towards their personal identity includes higher self-esteem, as the fact that they have been an international student is perceived as a point of pride which differ them from others. They also show higher degree of comfort in using foreign language, most notably English, than before their mobility.

Some more subtle changes can also be identified, such as a change in fashion and make-up choices. These changes are mostly linked to the norms in their respective countries. The one who went to Australia, for example, said that her apparel choice has changed to match the colder Australian climate and thus seemed strange to be seen in the streets of Indonesia where it is hot all-year-round. A similar thing happened to the one who went to South Korea, who confessed that her make-up style became more 'Korean' after her mobility. This proves that the length of study period may not be that detrimental to the change of identity. Rather, the chance international students have to live among the people of another country can be said to be the thing which affected their identity.

Identity Changes during International Student's Time Abroad: Type Identity

During their study tenure abroad, most tend to spend their free time with fellow Indonesian international students, especially those from the same university. There are also cross-university community for Indonesian international students, once again because the cities are already a hub for international students, or other community such as religious ones where they can interact and bond with fellow Indonesians. All of them nurture a neutral, leaning on positive, relationship with the people they interacted with, such as their classmates, professors, and landlords. Some even purposely look for communities or friends to ease their adaptation and learning process.

These choices and changes show that even though they do feel they are different from those who did not have or take the opportunity to study abroad, they also still longed for a sense of normalcy and familiarity within a foreign land as to not be labelled as 'strangers' all the time. Here, their Indonesian roots shown up, considering Indonesia which have a quite high cultural context tend to value collectiveness rather than individualism.

Still, they have also changed some of their innate characteristics to fit better in their receiving community, most notably in relation to their worldview and mannerism, including their view on politics, sexuality, and social norms. The one who went to Singapore, as another example, said that being in a more open-minded environment made him realize his sexuality which he has never known even exist before his mobility.

Back in their home country Indonesia, however, these changes are not always welcomed. They have expressed that people who know them before their mobility said that they have changed since studying abroad, whether in their speech pattern or behaviour. Their changes sometimes no longer fit with Indonesian customs, which makes their family treated them akin to strangers in their own home. This is especially true for those who were abroad for longer period of time, such as the ones who went to Australia and Singapore. This discrepancy made international students sometimes choose to live, even if not abroad, at least in a different house than their family, which creates a further rift in their collective identity and intention.

Identity Changes during International Student's Time Abroad: Role Identity

Other than the personal and type of identity as explained above, identity is also linked with an actor's social roles. In their case, however, three are still undergoing their study and one still went on to becoming a student for a few more years after their mobility. As such, there is only one who explicitly said that their social role changed: from that of a student to that of a worker. He said that graduating from a university abroad has put more pressure on him in terms of finding better career. This sentiment is echoed by two other interviewees who were on their last semester. Not only a better career, they also want to have a better chance at creating their own family and to live independently from their parents.

Some did experience new role identity, most notably as significant others – boyfriends and girlfriends – of other students. Considering the age in which they studied abroad, this is not a strange thing. Only one has decided to pursue a serious relationship though, while the rest are content with finishing or continuing their tenure as singles.

Still, all of the interviewees expressed their willingness to study abroad if there are ever any chance to do so, though not everyone would come back to that specific university if there are other options. They also show positive attitude towards encouraging others to also study abroad. Chance and luck were put on emphasis here by many, as well as adaptability and mental strength.

Identity Changes during International Student's Time Abroad: Collective Identity

As part of a whole, however, these Indonesian international students tend to view themselves as, at least, a global citizen rather than an Indonesian. One (Singapore) has even expressed that if it were not for the compulsory military service,

he would have to undergo if he became a Singaporean, then he would choose to become a Singaporean. This line of thought is echoed similarly by the ones who went to the USA and Australia, who said that if it possible, they would choose to live and work abroad rather than in Indonesia, but these two would still go back to Indonesia once they have retired and spend their old days in Indonesia. Admittedly, these five destination countries are wealthier than Indonesia, with higher wages and appreciation, especially for skilled workers such as these university graduates. This creates a threat of brain drain to Indonesia, who might lose their skilled human resources on the peak of their career to another country. Their plan to retire to Indonesia, on a brighter note, means Indonesia's future purchasing power might head in a bright direction.

Further, they said they have attachment not to Indonesia itself, but rather to their family and belongings which mostly are still located in Indonesia. They do not necessarily see Indonesia as their 'home', as they view 'home' as any places where their family or belongings exist or where they have spent most of their adult lives at. It can be said that the reason they have or would come back to Indonesia has more to do than the push factors from destination countries to not stay there, for example because of visa expiration or compulsory military service, rather than any pulling factors which Indonesia can offer to them.

Most also have more positive view of their destination countries. When asked about their view of Indonesia, they tend to compare the two (Indonesia and their respective destination country), in which they tend to find Indonesia to be simply 'enough' or even worse than their host country. This is especially true when they consider the safety, quality of living, wage level, and equality between the two.

The one thing they saw Indonesia has over their destination countries is the lower

cost of living, though this also correlates to the lower minimum wage which does not appeal to them. This is why most of them wish to work abroad to gather as much money as they can before they go back to Indonesia if they retire to spend it in Indonesia. Their ability and competencies during their peak career, however, may not be used for Indonesia if they succeed in achieving their hope of working abroad.

Overall Identity Changes during International Student's Time Abroad

From the interviews, it is clear that all five Indonesian international students experienced changes in their identity due to their education period abroad. The most changes happen to their personal and collective identity, whilst their type and role see relatively lower changes due to their tenure as international students. These changes may vary, but they did happen and in turn shape their perspective about Indonesia, their host countries, and the world in general. This is in line with constructivism's view which said that the world is not a single, universal, and constant objective fact, but instead is a product of social construct shaped by each actors' understanding and context.

Beyond formal education, then, student mobility gave international students a chance to interact in a social learning process. This chance, in turn, changed their identity which, further, affect the choices and decision they make afterwards, such as to live independently or to explore a profession they never thought of before. The opportunity has also enabled them to have a more open mind and better understanding when interacting with others.

Conclusion

From the interview which was done on five international students from Indonesia,

both former and current, it is clear that their decision to pursue further education in another country has led to some re-construction in their identity: type and role too, but mostly their personal and collective identity. No matter the duration of being an international student, all of them show that the mobility they have or currently are experiencing continues to shape their perspective of themselves and the countries involved. As such, international student mobility needs to receive more attention and consideration.

From the interview, it can be concurred that student mobility by itself does not change Indonesian international university students' identity. It is only once they got into the country and start their adaptation process that their identity started to change. They tend to adapt quite quickly thanks to the globalization and easily-accessible information on the internet. By adapting quicker, they can be accepted faster and easier among their peers and in their education institute. Their relationship, both with people in the destination country and with friends and family in Indonesia, tend to be positive, or at least neutral.

Most are not certain about what and when their identity changes, though they do admit they have changed as compared to before mobility, because these changes generally happen gradually and not all at once. In the case of social role, changes only happen when they have graduated or are in their last year, because those are the times when the pressure to find work and repay their parents are at the highest. However, there is a lack of positive view regarding Indonesia as a whole and quite a lot of disappointment when comparing Indonesia, or Surabaya or Makassar in this case, with their destination country or city.

While this individual level of analysis might seem unimportant in the grand scheme that is global international relations, theories such as constructivism has proven that these identities at a personal level is what shape the

identity of the nation along with its relations with other countries. Especially considering university graduates are skilled labours who might become industries or nations leaders in the future, and that many skilled migrant workers are former international students (Lin & Kingminghae, 2017), their collective identity is especially important in ensuring Indonesia does not lose more of its important resources.

The recommendation for future researches would be to build a sense of trust first with the interviewees, as without it the interviewees' answers tend to be lacking depth. Without trust, any efforts to deepen the interview would be met with rejection instead. One interviewee even said that she dislikes it when interviewers, especially one she is not close to, probe her for answers, which in turn made her answer in even shorter ways. Another method is to gather the interviewees who knew each other from before and are quite comfortable with each together in a Focus Group Discussion (FGD). That way, information might be easier to be obtained, though this might be difficult to achieve through online methods.

Another recommendation would be to further this topic by interviewing former international students who are at the time have authority in deciding Indonesia's direction and action in relation to other countries, especially their host countries when they were still students. Comprehensive research would take years to complete though, as identity will always undergo changes in every step of an actor's live, which means the identity changes caused by their mobility might have been overshadowed by other experiences leading to their current position.

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