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The Contribution of Indonesian International Student Mobility Awards (IISMA) on the Development of Employability Skills of Undergraduate Students in Indonesia

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Abstract

Indonesia has the second highest youth unemployment rate among all ten ASEAN countries according to The World Bank Data in 2021, with 12% of the total unemployment rate dominated by bachelor graduates. One of the reasons behind youth unemployment in Indonesia is the mismatch between the skills possessed by university students and the labor market skills demand, referred to as the "skill gap." Experts believe that such a high number of youth unemployment is often linked to the failure of educational institutions to develop graduates with employability skills. Moreover, the skills gap is also associated with globalization in the 21st century, followed by new government regulations that ease hiring foreign workers in Indonesia. In this era, Indonesian graduates have to compete with employees from foreign countries, thus making international and multicultural knowledge desired by companies. To tackle these challenges posed by globalization and the quality of education, many higher education and government institutions are implementing one of the most prominent forms of internalization, international student mobility programs, hoping to prepare bachelor graduates to be more competitive internationally. In 2021, the Indonesian government displayed its effort to prepare Indonesian graduates to possess valuable workplace skills in the 21st century through funded international student mobility, namely IISMA (Indonesian International Student Mobility Awards). However, despite the enormous efforts of implementing the program, there are still many contra-arguments from higher education institutions and Indonesian society regarding the contribution of IISMA in developing the employability skills of undergraduate students. This study is aimed to identify the contribution of IISMA di developing the employability skills of undergraduate students in Indonesia and to see whether it has a difference with the development of employability skills in regular Indonesian undergraduate programs. This study used a qualitative approach using semi-structured interviews with the interviewees from Universitas Indonesia, Institut Teknologi Bandung, and Universitas Gadjah Mada, who completed an IISMA program in 2021 and 2022. The study discovered that most employability skills desired by companies are mainly developed during the IISMA program compared to an undergraduate program in Indonesia.

Keywords: skill gap, employability skills, international student mobility, IISMA

A. INTRODUCTION

Indonesia has the second-highest youth unemployment rate among all ten ASEAN countries, with a percentage of 13.8%, which is the second highest right after Brunei (The World Bank Data, 2021). According to the Indonesian Minister of Labor and BPS (Badan Pusat Statistik), approximately in 2023, 12% of Indonesian unemployment is dominated by bachelor graduates. Youth unemployment has been an issue that governments and higher education institutions have been trying to solve for the last few years. According to the Head of the National Development Planning Agency (Bappenas), many jobs in industries remain vacant due to unsuitable applicants. Shortage of skills and incapacity of infrastructure have been mentioned to be the causes of Indonesia's low labor productivity, which is lower than the other ASEAN countries (Ramzi, 2023).

Moreover, in January 2023, the Indonesian Minister of Labor mentioned to the press that one of the reasons for youth unemployment in Indonesia is the missing link and match between the skills possessed by university students and the labor market. There is a "skills gap," which happens when there is a mismatch between the skills demanded by companies and university graduates' skills. The skills gap is also defined by PKL (2020) as a difference between a potential employee's knowledge and skills and the tasks the companies need. This gap between the graduate skills and the skills demanded by companies is a major hurdle for higher education graduates to penetrate the professional world (Suarta et al., 2017). Indonesia is well-known for having a number of

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unemployed semi-skilled graduates. Moreover, the country's education and job training system fails to prepare students with the crucial skills demanded to perform jobs in the market (Ramzi, 2023).

A high number of youth unemployment is often linked to the failure of the education system to develop graduates with employability skills and high competitiveness (Fajaryati et al., 2020). According to a study by Cheng et al. (2021), higher education institutions, students, government, and employers, are among the stakeholders of higher education students' employability skills. It is believed by most studies, including the one by Mawson & Haworth (2018), that employability is the core of higher education institutions and that these institutions have the role of ensuring that students are prepared for the labor market (Yorke, 2006). Moreover, Ingleby (2015) states that students view higher education as a system that equips them with employability skills. However, there is a gap between what students learn in their respective majors and the skills demanded by employers (Handayani & Wienanda, 2020). The quality of education in Indonesia itself is in question whether it could support undergraduate students to possess these employability skills desired by companies. As of 2019, there are 4,498 universities in Indonesia with more than 25,548 majors, yet the country's higher education still ranks low compared to the global universities (Global Business Guide, 2019).

A study by Alatar (2020) stated that the skills gap might be associated with globalization happening in the 21st century, where companies are searching for employees with skills that would make them more competitive internationally. Nowadays, workplace skills experienced a dramatic change as technology has become more advanced and society has become more global (Sangadji & Sangadji, 2019). Moreover, a report from the British Chamber in Indonesia stated that the new Government Regulation 34/2021 eases the process of hiring foreign workers in Indonesia, which may affect the competitiveness of the job market (Sandi, 2021). Indonesian fresh graduates have to compete with not only entry-level employees from Indonesia but also employees from foreign countries. According to Guzman et al. (2016), many industries and professional organizations in the 21st century desire an employee with cultural competence and related knowledge.

In order to face such a globalized environment, universities must develop their students to be more employable (Alatar, 2019). They are responsible for preparing their students for a complex environment that demands employees to have a wide range of skills and capabilities (Chan, 2016). A way for higher education to tackle the challenges due to globalization is by implementing internalization. One of the most common implementations of internalization is through international mobility programs (Codina et al., 2013). According to Adams (2007), a significant feature of the internationalization attempt in the last 50 years has been the increasing use of student exchange or 'mobility' programs. An international mobility program is defined as a program that offers opportunities for students to experience studying in other institutions overseas. It may be in the short term (a couple of weeks) or in the longer-term (half year or full year), which are often organized at the institutional level (Richardson & Munday, 2013).

In Indonesia, some international mobility exchange programs already support the internalization of higher education. For example, public universities in Indonesia, such as Universitas Indonesia, Institut Teknologi Bandung, and Universitas Gadjah Mada, offer international student mobility exchange programs for students from regular and international programs. Usually, students from regular programs could apply—but not mandatory—to do international mobility exchange programs, in which they will be given transferable credits to their home university at the end of their exchange program. Moreover, students who are enrolled in international programs in these public universities are required to spend one or two semesters abroad in host partner universities, with the choice of a; (1) double degree, where the students get their degree from both home and host universities, and (2) single degree, where the students only get their degree from the home university. In the public universities scheme, most of these programs are self-funded, even though there are some tuition waivers from the host-partner universities in some cases.

Aside from public universities, some government-run programs allow students to experience an international student mobility program. A program that is very well-known for offering international mobility programs in several countries around the world is a program called the Erasmus +, a fully funded scholarship program managed by the European Commission, the EACEA, a series of National Agencies in program countries, and a series of national offices in some partner countries. This program allows Indonesian students to study in a European country while completing their undergraduate degree. Moreover, the Indonesian government has also recently displayed its effort in preparing Indonesian undergraduate students for their career paths by establishing the first large-scale, fully funded international mobility exchange program scholarship, IISMA (Indonesia International Student Mobility Award), in 2021. It is a program under the Kampus Merdeka program, made possible by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and

the Indonesia Endowment Funds for Education (LPDP), Ministry of Finance. By 2023, the program has been sponsoring around 2750 Indonesian undergraduate students to spend a semester abroad at different universities in different world regions. The numbers of universities offered by IISMA are the one that made it into the top 100 2022 University QS World Ranking, therefore allowing Indonesian students to experience learning in the world's top universities. Indonesian Minister of Education stated on the official IISMA website that the program's fundamental objective is to prepare qualified Indonesian students with experience, knowledge, and skills to gain future careers, as they believe that learning experience abroad will develop the most valuable skills for the future workplace.

As IISMA has gained much interest from Indonesian students, the credits converted from the program are becoming an issue for its awardees and alums. IISMA, under the Kampus Merdeka program, guarantees 20 credits transferred to Indonesian universities in order not to let students be left behind due to undergoing the IISMA program in respective host universities. These 20 credits are gained through academics and activities in the host country based on the student's interest. However, in reality, many awardees do not get the 20 credits promised by the program. Many faculties refuse to convert those credits to students' academic records, which results in many of them graduating a year late.

Although many studies have acknowledged that studying abroad positively impacts the development of the 21st-century company's desired skills that are demanded to flourish in the interconnected world, the impact of IISMA in Indonesia on employability skills development in reducing the skills gap is not much known. Many people are questioning whether IISMA could reach the objectives of developing company-desired employability skills, especially after the government established its large-scale, fully funded international student mobility exchange program. The keyword "IISMA," an international mobility program run by the government, became a trending topic in December 2022 on social media Twitter, raising pro-contra arguments among Indonesian people online about its contribution. Moreover, many universities and faculties still do not convert 20 credits for IISMA awardees as promised by the government. It shows that many faculty members in Indonesian universities are unaware of the benefits of studying abroad, thus refusing to give the full 20 promised credits due to the mindset that students will not gain as much knowledge as they would in Indonesia. This situation created a trade-off between graduating on time and getting an international student mobility experience for many awardees. Lastly, a limited study examines the contribution of IISMA to employability skills demanded by companies. Therefore, the researcher conducted this research to see the contribution of IISMA on the development of employability skills for undergraduate students in Indonesia and to see whether there is any difference in the development of employability skills in Indonesian undergraduate programs.

International Student Mobility Program

Student Mobility

The perception of student mobility and what it speaks for has been an important discourse point in literature. According to Rumberger (2015), student mobility refers to non-promotional school changes which occur because of changes initiated by families or students. According to Rumberger, some examples of changing schools are students changing schools to move into a better environment or students changing schools due to the placement of their previous school. Moreover, according to K-12 Education, student mobility is also called "churn" or "transience," which is a position when a student changes schools during a school year for reasons besides grade promotion (Sparks, 2016). These definitions interpret student mobility as an activity of moving schools within a national scope. However, some experts and studies interpret student mobility differently, as the issue of globalization and internalization in higher education gained more awareness. More experts define student mobility as a "cross-border" phenomenon, where students study in different schools across the national border. European Parliament and Council (2006) defined mobility in the context of education purposes as a time of learning abroad (formal and non-formal) that is undertaken by students, trainers, volunteers, and people doing training (Gumus et al., 2019). Moreover, in a recent study, student mobility is defined by Snow (2021) as a situation when someone engages at an academic institution outside of the national border for part of their education.

Due to the difference in the interpretations, experts believe that the interpretation of student mobility is rather complex. In a paper written by Teichler (2017), Academic Cooperation Association (ACA) conducted two crucial studies to explain the conceptual clarification and data improvement (Kelo, Teichler, and Wächter, 2006; Teichler, Ferencz and Wächter, 2011). These two studies mentioned that seven points have to be clarified in defining student mobility : (1) student "mobility" vs. "foreign students" and "study abroad"; (2) inbound vs.

outbound mobility; (3) short-term mobility vs. mobility for a whole degree program; (4) "vertical" vs. "horizontal" mobility; (5) mobility for study vs. for study-related purposes; (6) the threshold of a period worth to be called mobility; (7) mobility at a certain point in time vs. the event of mobility during the study.

International Student Mobility Program

The type of student mobility that the author focuses on in this research is the "international student mobility program." Sussex Centre for Migration Research, University of Sussex, and the Centre for Applied Population Research, University of Dundee (2004), defined international student mobility as an action associated with students leaving their country for a duration to study at a higher education abroad, in order to seek activities such as foreign work placement or study tour. A similar definition is also stated by UNESCO (2015), which defines internationally mobile students as individuals who physically go beyond international borders intending to engage in educational activities in a destination country different from their home country. Another definition of international student mobility is stated in a Higher Education Funding Council for England (20014), which describes international student mobility as any model of international mobility that happens in a student's time of study in a higher education institution (King et al., 2004, p. 11).

International Student Mobility in Indonesia

International Student Mobility Arranged by Indonesian Universities

The most common type of international student mobility programs are the ones offered by Indonesian universities. The top three Indonesian universities, as ranked by QS World Ranking 2023, Universitas Indonesia, Institut Teknologi Bandung, and Universitas Gadjah Mada, provide international student mobility programs for their students. These universities have an International Office that takes care of all outbound programs for their respective students and continuously gives up-to-date information about international mobility opportunities. The international student mobility programs opportunity differs for regular and international students as follows: 1) International Student Mobility for Regular Students: the international student mobility program is optional for regular students and mandatory for international students. Usually, students from regular programs could apply—but not mandatory—to do international mobility programs, in which they will be given transferable credits to their home university at the end of their exchange program; 2) International Student Mobility for International Students: Students who are enrolled in international programs in these public universities are required to spend one to four semesters abroad in host partner universities, with the choice of a; (a) double degree, where the students get their degree from both home and host universities, and (b) single degree, where the students only get their degree from the home university. In the public universities scheme, most of these programs are self-funded, even though there are some tuition waivers from the host-partner universities in some cases.

International Student Mobility Arranged by Governments

Aside from public universities, some programs are managed by governments, giving students opportunities to experience an international student mobility program. A program that is very well-known for offering international mobility programs in several countries around the world is a program called the Erasmus +, a fully funded scholarship program managed by the European Commission, the EACEA, a series of National Agencies in program countries, and a series of national offices in some partner countries. This program allows Indonesian students to study in a European country while completing their undergraduate degree. Moreover, the Indonesian government has also recently displayed its effort in preparing Indonesian undergraduate students for their career paths by establishing the first large-scale, fully funded international mobility exchange program scholarship, IISMA (Indonesia International Student Mobility Award), in 2021. By the year 2023, the program has been sponsoring 2750 undergraduate students to spend a semester abroad. Indonesian Ministry of Education, Nadiem Makarim, stated that the program's fundamental objective is to prepare qualified Indonesian students with experience, knowledge, and skills to excel in future careers, as they believe that learning experience abroad will develop the most valuable skills for the future workplace.

Indonesian International Student Mobility Awards (IISMA)

ISMA was a funded international student mobility program under the Kampus Merdeka program that was established under the collaboration of the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Indonesia Endowment Funds for Education (LPDP), Ministry of Finance. By 2023, the program has been sponsoring around 2750 Indonesian undergraduate students to spend a semester abroad at different universities in different world regions. Many universities offered by IISMA are the ones that made it

into the top 100 of the University QS World Ranking, therefore allowing Indonesian students to experience learning in the world's top universities. Indonesian Minister of Education stated that the program's fundamental objective is to prepare qualified Indonesian students with experience, knowledge, and skills to excel in future careers, as they believe that learning experience abroad will develop the most valuable skills for the future workplace.

Employability Skills

There are many definitions of employability skills by various researchers that differ depending on the context; therefore, there is no one exact definition. According to Chiarle (2003), employability skills are the output of mixed elemental skills, intellectual competence, and personal characteristics that add to overall employability. According to Cassidy (2006), employability skills are fundamental abilities that result from developing basic knowledge and mindset that are greatly needed for excellence in the current workplace. Employability skills are crucial in life, not only for getting accepted as an employee but to ultimately progress in a business career and to utilize the potential and successfully devote to the business goals and directions (ACCI, 2002). These employability skills are developed over a lifetime in different aspects of one's life in various contexts, along with educational institutions, workplaces, and community activities.

Employability Skills in Indonesia

Some previous studies formulated employability skills that are foundational for entry-level employees in Indonesia. The British Chamber in Indonesia (2021) published a report in the Center for Indonesian Policy Studies about the need for foundational skills in Indonesia's workplace. Those foundational skills are; (1) analytical skills, such as research, data management, and financial management, (2) communication skills, such as teamwork, negotiations, and strategic partnerships, (3) creativity skills, such as design and marketing, (4) adaptability skills such as reskilling, and crisis response, and (5) innovation skills such as problem solving and leadership.

A study by Suarta et al. (2018) did a different approach to formulating the employability skills needed in Indonesia by conducting a job analysis. They analyzed employability skills attributes that companies required from 57 job advertisements in Indonesia that were posted nationwide in major newspapers from February to July 2017. The generic skills that companies request are communication, teamwork, problem-solving, creativity, innovation, leadership, self-management, and learning skills. In addition, the study also mentioned some personal attributes needed, such as honesty, accuracy, independence, appearance, openness, ethics and behavior, and other characteristics.

For this research, the researcher did a literature review from different sources that listed the most-applied or most-desired companies in Indonesia by fresh graduates. After the researcher collected 8 (eight) sources of publications that list Indonesian most applied or most desired companies by Indonesian fresh graduates, the researcher used those companies to analyze further the employability skills needed by looking at company core values, company employee values, company vision, and mission, and also related articles about the company's statements on employability skills. There are a total of 12 companies that will be analyzed, which are; BUMN companies, BCA, PT Astra International, Google, Shopee, HM Sampoerna, Gojek, Tokopedia, PT Djarum, Astra Honda Motor, Unilever Indonesia, Chevron Pacific Indonesia, with the assumption that all companies under BUMN are considered to have the same employability skills demanded due to the same company core values of "AKHLAK." In this study, Companies categorized under BUMN are PT Pertamina, PT BRI, PT Bank Mandiri, PT Telkom Indonesia, Kementrian BUMN, PT Pelindo, and Garuda Indonesia. The employability skills desired by companies are teamwork, trustworthiness, achievement orientation, growth mindset, creativity and innovation, inclusivity, customer focus, openness to change, organizational commitment, job knowledge, accountability and responsibility, problem-solving, leadership, emotional intelligence, digital skills and competencies, communication and active listening, and continuous learning.

B. RESEARCH METHODS

This study adopted a qualitative approach, with data gathered through semi-structured interviews among respondents. The author chose the qualitative approach because it is appropriate for gathering answers to the observed phenomena and their complex multi-component interventions (Busetto et al., 2020). Moreover, the method will allow the researcher to study the empirical materials – especially personal experiences, life stories,

and interactional experiences – that explain regular and troublesome situations and meaning in the respondent's lives (Denzin and Lincoln, 2005), which will be the main focus and the main data collection for this research.

In qualitative research, triangulation refers to using various methods or data sources to understand phenomena thoroughly (Patton, 1999). Triangulation has also been seen as a qualitative research approach for testing validity by combining data from disparate sources. Triangulation can enhance research by providing an array of datasets to explain various elements of an interesting topic. It also aids in refuting cases where one dataset invalidates a hypothesis generated by another. It can help with hypothesis confirmation when one set of findings confirms another set of findings (Noble & Heale, 2019). As stated by Denzin, there are four different types of triangulation method methods: (1) data triangulation, which includes time frame, space, and people; (2) investigator triangulation, which includes the use of multiple researchers in a study; (3) theory triangulation, which encourages the use of multiple theoretical schemes to enable interpretation of a phenomenon; and (4) methodological triangulation, which encourages the use of multiple data collection methods such as interviews and surveys.

The researcher implemented the data triangulation method for this research, involving time frame, space, and people. The researcher interviews people from two periods: students who IISMA in 2021 and 2022. Moreover, the interviewees differ based on their host countries for the international mobility program. There are three different continents as host countries: Europe, the United States of America, and Australia. The interviewees are also students in different home universities in Indonesia: Institut Teknologi Bandung, Universitas Indonesia, and Universitas Gadjah Mada.

For collecting information in this research, a semi-structured interview is used. The researcher will predetermine some questions in the semi-structured interview, while others will not be and will primarily focus on the whys and hows. As a result, the information from the interview may stray from the themes on the agenda and could go into entirely unforeseen issues. (Adams, 2015). According to Magaldi and Berler (2020), the semi-structured interview is an exploratory interview that is generally based on a guide to enable researchers to deepen a discovery. Usually, respondents in semi-structured interviews have to answer preset open-ended questions (Jamshed, 2014). Open-ended questions will assist researchers in better understanding processes and determining potential reasons for observed connections (Weller et al., 2018).

Population and Sampling Size

The respondents for this study are undergraduate students at the University of Indonesia, Institut Teknologi Bandung, and Universitas Gadjah Mada, as they are the three top-ranked Indonesia universities according to the QS World Ranking 2023. These universities are located in Indonesia's big cities and are well-exposed to international experience. The students with the international student mobility program experience must undergo their international mobility program at their undergraduate level. The minimum duration for the international mobility program is one (1) semester. The assessed employability skills are desired by national and multinational companies operating in Indonesia. The time range of this research is May 2023 - July 2023.

The researcher will use the "Principle of Saturation" due to in-depth interviews in the data collection. Studies employing empirical data reached saturation within a short range of interviews (9-17) or focus group discussions (4-8), particularly when the study populations were reasonably homogeneous, and the objectives were narrowly stated (Hennink & Kaiser, 2022). Therefore, the sample data would be ten respondents, which could increase until reaching saturation point.

Figure 1. Interviewee Data

No	Code	Home University	Enrollment Year	ISM Program	Host Country
1	ITB 01	Institut Teknologi Bandung	2020	IISMA	Ireland
2	ITB 02	Institut Teknologi Bandung	2019	IISMA	United States of America
3	ITB 03	Institut Teknologi Bandung	2019	IISMA	United States of America
4	UI 01	Universitas Indonesia	2020	IISMA	Australia
5	UI 02	Universitas Indonesia	2019	IISMA	United States of America
6	UI 03	Universitas Indonesia	2019	IISMA	United States of America
7	UI 04	Universitas Indonesia	2020	IISMA	Ireland
8	UI 05	Universitas Indonesia	2019	IISMA	Netherlands
9	UGM 01	Universitas Gadjah Mada	2020	IISMA	United States of America
10	UGM 02	Universitas Gadjah Mada	2020	IISMA	England

Sources: research data, 2023

Interview Guidelines

Due to the difference in the place of domiciles, the interview is conducted online through the Zoom platform. The duration of the interview ranges from 60 - 90 minutes. The interviewees are provided with presentation slides containing all the employability skills with their variable constructs. The researcher began the interview by introducing the topic of the final project and continued by asking questions about the list of employability skills demanded by companies in Indonesia. The interview is semi-structured, and the researcher asks many follow-up questions that differ from each interviewee's. The structured questions are listed as follows, with 17 structured questions.

Figure 2. Interview Guidelines

Employability Skill	Variable Constructs	Questions
Teamwork	Collaboration Cooperation Sense of Community Workplace Harmony	Where do you think you mainly developed this teamwork skill? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Trustworthiness	Integrity Ethical Morality Honesty	Where do you think you mainly developed trustworthiness? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Achievement Orientation	Strive for Excellence Initiative Self-Motivated	Where do you think you mainly developed achievement orientation? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Growth Mindset	Willingness to Learn Humility Open to Feedback Challenge Seeker Risk Taking	Where do you think you mainly developed a growth mindset? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Creativity and Innovation	Creativity Innovation Originality Pioneering	Where do you think you mainly developed creativity and innovation? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Inclusivity	Valuing Diversity Mutual Respect	Where do you think you mainly developed inclusivity? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Customer Focus	Service Orientation Service Excellence	Where do you think you mainly developed customer focus? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Openness to Change	Adaptability Versatility Flexibility Agility	Where do you think you mainly developed an openness to change? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Organizational Commitment	Loyalty Dedication Sincerity	Where do you think you mainly developed organizational commitment? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Job Knowledge	Competent Business Awareness	Where do you think you mainly developed job knowledge? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Accountability and Responsibility	Accountability Responsibility	Where do you think you mainly developed accountability and responsibility? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Problem Solving	Critical Thinking Analytical Thinking Data-driven Ingenuity	Where do you think you mainly developed problem-solving? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Leadership	Ability to Influence	

Employability Skill	Variable Constructs	Questions
	Ability to Inspire	Where do you think you mainly developed leadership? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Emotional Intelligence	Resiliency Self-Management Self-Awareness	Where do you think you mainly developed emotional intelligence? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Digital Skills and Competencies	Digital Literacy Technology Design Programming	Where do you think you mainly developed digital skills and competencies? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Communication and Active Listening	Communication Active Listening	Where do you think you mainly developed communication and active listening? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!
Continuous Learning	Active Learning	Where do you think you mainly developed continuous learning? Is it during your international student mobility program or your undergraduate program in Indonesia? Please provide evidence and examples to back up your answer!

Sources: research data, 2023

Data Analysis

The collected qualitative data is coded in this stage. The researcher uses the Thematic Analysis by Braun & Clarke (2006), the most extensively used thematic analysis method within the qualitative literature (Kiger & Varpio, 2020; Braun & Clarke, 2017). The thematic analysis consists of 6-steps: familiarizing yourself with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Step 1: Familiarizing Data

It is critical to immerse oneself into the data to the point where one understands all aspects of the topic, which commonly entails 'repeated reading' of the material, as well as reading the data actively/searching for meanings, patterns, and so on (Braun & Clarke, 2006). Familiarization with data could be transcribed if necessary (Braun & Clarke, 2006), as it would help with careful reading and interpretation abilities needed for data analysis (Lapadat and Lindsay, 1999). In this research, the researcher creates an interview verbatim that is available in the Appendix for each interviewee.

Step 2: Generating Initial Codes

This stage begins after reading and getting familiar with the data and developing a list of ideas on what can be discovered in the data and what is intriguing about it, which is then used to generate initial codes in this stage (Braun & Clarke, 2006). Codes refer to "the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (Boyatzis, 1998: 63) and identify a feature of the data (semantic content or latent) that the analyst finds interesting. The researcher generates initial codes in "Coding Stage 1" in this research.

Step 3: Searching for Themes

This phase, which re-focuses the study on themes rather than codes, entails categorizing the codes into probable themes and compiling all pertinent coded data extracts inside the identified themes. In simple terms, beginning to analyze codes and consider how different codes might come together to produce a central theme (Braun & Clarke, 2006). While the definition differs according to the researcher (Bazeley, 2009; Kiger & Varpio, 2020; Ryan & Bernard, 2003, Saldana, 2013), the basic concept stays the same: abstract and subtle expressions/patterns/processes that describe a phenomenon (Mishra & Dey, 2022). In this research, the themes in this stage are done in "Coding Stage 2", mentioned as "Predefined Themes," which will be reviewed later.

Step 4: Reviewing Themes

Phase 4 begins when a set of candidate themes is devised, and during this phase, it will become evident that some candidate themes are not themes (e.g., if there are not enough data to support them or the data are too diverse) while others might collapse into each other (e.g., two separate themes might form one theme). Other themes might need to be broken down into separate themes. The researcher reviews the themes in this research before naming them in the "Coding Stage 2".

Step 5: Defining and Naming Themes

Creating and developing the topics will provide for the study and analyze the data inside them. This stage includes establishing the essence of what every theme covers and determining what part of the data each theme captures. Names should be brief, giving the reader a quick understanding of the theme (Braun & Clarke, 2006). The researcher defines and names themes in the "Coding Stage 3" in chapter 4 of this research.

Step 6: Producing the Report

This step begins with a complete list of themes and includes the final analysis and report writing. The goal of writing up a theme analysis is to communicate the difficult tale of data in a manner that convinces the reader of the worth and validity of the analysis. The analysis (including data extracts) must deliver a clear, coherent, logical, non-repetitive, and intriguing explanation of the story the data tells/tells within and between themes (Braun & Clarke, 2006).

C. RESULTS AND ANALYSIS

Teamwork Skills

6 (six) out of 10 (ten) interviewees mentioned that they mainly developed teamwork skills during IISMA compared to their undergraduate study in Indonesia. Moreover, 4 (four) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate program in Indonesia compared to during IISMA.

For answers regarding the development of skill in Indonesia, the result of axial coding is that the 24 codes were classified into four predefined themes: Frequency of Teamwork, Intensity of Teamwork, Stagnant Growth, and Cause of Teamwork Ineffectiveness. The researcher concludes that the majority of interviewees perceived not to mainly develop teamwork during their study in Indonesia due to the teamwork ineffectiveness in Indonesia that prevented the growth of this skill. For answers regarding the development of teamwork skills during IISMA, the result of axial coding is that the 37 codes were classified into six predefined themes: Lack of Opportunity, Obstacle to Development, Intercultural Teamwork, Class System, Intensity of Teamwork, and Purpose of Teamwork. The researcher concludes that most interviewees mainly developed teamwork during IISMA due to intercultural teamwork and the class system that supports teamwork effectiveness.

Trustworthiness Skill

7 (seven) out of 10 (ten) interviewees perceived that they mainly developed trustworthiness during IISMA than in their undergraduate study in Indonesia. Moreover, 2 (two) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Lastly, 1 (one) out of 10 (ten) interviewees perceived that trustworthiness is developed equally during both programs.

Regarding skills development in Indonesia, the result of axial coding is that the 17 codes were classified into five predefined themes: Factors that Influence Academic Integrity, Class System, Dishonest Habits, Lack of Plagiarism Checks, and Lack of Prevention and Punishment. The researcher concludes that most interviewees perceived not to develop trustworthiness in Indonesia due to dishonest habits and lack of a system to prevent and punish. For answers regarding the development of trustworthiness skills during IISMA, the result of axial coding is that the 28 codes were classified into five predefined themes: Class System Influence Academic Integrity, Plagiarism Check, Preventions and Punishments, Environment Influence, and Factors Influence Academic Disintegrity. The researcher concludes that most interviewees perceive to have developed trustworthiness during their international student mobility program due to good prevention and punishment system and strong external influence.

Achievement Orientation

5 (five) out of 10 (ten) interviewees mentioned that they mainly developed achievement orientation during their undergraduate study in Indonesia than during IISMA. Moreover, 3 (three) out of 2 (two) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Lastly, 2 (two) out of 10 (ten) interviewees perceived that they developed this skill equally in both programs. For answers regarding skills development in Indonesia, the result of axial coding is that the 35 codes were classified into three predefined themes: Hustle Culture, Academic Demand, and Easier to Succeed. For answers regarding the development of achievement orientation skills during the international student mobility program, the result of axial coding is that the 37 codes were classified into four predefined themes: Internal Motivation, Purpose of

Achievement, Supportive Lecturers, and External Influence. The researcher concludes that the majority of students perceived mainly developed achievement orientation during their undergraduate study in Indonesia due to the hustle culture as the biggest external motivation and importance of academic records.

Growth Mindset

9 (nine) out of 10 (ten) interviewees perceived that they mainly developed a growth mindset during IISMA than in their undergraduate study in Indonesia. Moreover, 1 () out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Regarding skills development in Indonesia, the result of axial coding is that the 15 codes were classified into four groups: Lack of Feedback, One Way Communication, Stagnant Environment, and Satisfaction with Current Condition. In conclusion, this skill is not more developed in Indonesia because of a lack of feedback, communication that prevents growth, and satisfaction with a stagnant environment. For answers regarding skill development abroad, the result of axial coding is that the 48 codes were classified into four groups: More Feedback, Two Way Communication, Influence by the People, and Ability to Take Risks. In conclusion, the roots of the growth mindset being more developed abroad during IISMA is because more feedback and two-way communication develop the growth, and people are influenced to take risks and grow.

Creativity and Innovation

5 (five) out of 10 (ten) interviewees perceived that they mainly developed creativity and innovation during IISMA than in their undergraduate study in Indonesia. Moreover, 5 (five) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Regarding the development of creativity and innovation in Indonesia, the result of axial coding is that the 14 codes are categorized into two groups: Class Demand of Creativity and Creative Surroundings. The researcher concludes that the development of creativity and innovation in Indonesia for the interviewees is due to the demand and influence of surroundings to develop creativity. For answers regarding the development of creativity and innovation abroad, the result of axial coding is that the 36 codes are categorized into two groups: Class Demand of Creativity and Essays and Papers. The researcher concludes that the development of creativity and innovation during IISMA for the interviewees is due to the demand for assignments to develop creativity and innovation.

Inclusivity

8 (eight) out of 10 (ten) interviewees perceived that they mainly developed inclusivity during IISMA than in their undergraduate study in Indonesia. Moreover, 2 (two) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Regarding the development of inclusivity in Indonesia, axial coding results in the ten codes being categorized into two groups: No Culture Gap and Less Open to Different Values. The researcher concludes that most interviewees did not develop inclusivity skills more in Indonesia due to a similar environment that is less open to different values. For answers regarding the development of inclusivity abroad, the result of axial coding is that the 49 codes are categorized into three groups: Diverse Environment, Exchange of Values and Ideas, and Mutual Respect. The researcher concludes that most interviewees mainly developed during IISMA due to the mutual respect in diverse environments that allows the exchange of values and ideas.

Customer Focus

9 (nine) out of 10 (ten) interviewees perceived that they mainly developed customer focus during their undergraduate study in Indonesia than during IISMA. Moreover, 1 out of 10 interviewees perceived that they mainly developed this skill during IISMA than during their undergraduate study in Indonesia. Regarding the development of customer focus in Indonesia, the result of axial coding is that the 23 codes are categorized into two groups: Important Value in Organization and People-Centric Culture. The researcher concluded that most interviewees perceived mainly developed customer focus more in Indonesia due to this skill being an important culture valued in the organization. For answers regarding the development of customer focus abroad, the result of axial coding is that the 14 codes are categorized into two groups: Less Important Value in Organization and Bad Customer Service. The researcher concluded that the majority of the interviewees believe they did not mainly develop customer focus during IISMA due to this skill being a less important value that leads to bad customer service.

Openness to Change

9 (nine) out of 10 (ten) interviewees perceived that they were more open to change during IISMA than during their undergraduate study in Indonesia. Moreover, 1 () out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Regarding the development of openness to change in Indonesia, the result of axial coding is that the 15 open codes are categorized into two groups: Less Major Changes and External Help. The researcher concludes that the majority of interviewees believe that they did not mainly develop openness to change in Indonesia due to major changes that less major changes occurred, and changes were overcome with external help. Regarding the development of openness to change abroad, axial coding results in the 41 open codes being categorized into two groups: Overcoming New Changes and New Environment and Major Changes. The researcher concluded that most interviewees perceived mainly developed an openness to change during IISMA due to overcoming major environmental changes.

Organizational Commitment

10 (ten) out of 10 (ten) interviewees mentioned that they mainly developed organizational commitment during their undergraduate study in Indonesia than during IISMA. Regarding the development of organizational commitment in Indonesia, the result of axial coding is that 21 open codes are categorized into three groups: Emphasis on Value in Organizations, Orientation System, and Benefits for Future Careers. The researcher concludes that most interviewees perceived mainly developed organizational commitment more in Indonesia due to commitment as an organizational value and career benefits offered by organizations. Regarding the development of organizational commitment abroad, the result of axial coding is that the 27 codes are categorized into two groups: Commitment is not Demanded and Lack of Sense of Belonging. The researcher concludes that the majority of the interviewees did not mainly develop organizational commitment during IISMA due to no demand for commitment, which leads to a lack of sense of belonging.

Job Knowledge

6 out of 10 interviewees mentioned that they mainly developed job knowledge during their undergraduate study in Indonesia than during IISMA. Moreover, 3 out of 10 interviewees perceived that they mainly developed the skill of IISMA during their undergraduate study in Indonesia. Lastly, 1 out of 10 interviewees perceived that they equally developed this skill during both programs.

Regarding the development of job knowledge in Indonesia, axial coding results in the 13 open codes being categorized into two groups: Aligned Courses with Desired Jobs and Desired Job Related Knowledge. In conclusion, most interviewees believed that they developed job knowledge more in Indonesia due to aligned courses with desired job and exposure to job-related knowledge. Regarding the development of job knowledge abroad, axial coding results in the 24 open codes being categorized into two groups: Multidisciplinary Courses and Lack of Job-Related Knowledge. In conclusion, most interviewees perceived not developing job knowledge during IISMA due to multidisciplinary courses unrelated to their desired job and less exposure to job-related knowledge.

Responsibility and Accountability

6 (six) out of 10 (ten) interviewees perceived that they mainly developed accountability and responsibility during IISMA than in their undergraduate study in Indonesia. Moreover, 1 () out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Lastly, 3 (three) out of 10 (ten) interviewees perceived that they equally developed this skill in both programs.

For the development of responsibility and accountability in Indonesia, axial coding results in the 14 open codes being categorized into three groups: Subjectivity in Grading, Unreasonable Assignments, and Help from Others. The researcher concludes that most interviewees did not develop responsibility and accountability in Indonesia due to unreasonable academic workload, unfair grading, and help from others to take care of things. For the development of responsibility and accountability abroad, axial coding results in the 29 open codes being categorized into three groups: Objective Grading, Committed Lecturers, and Living Alone. The researcher concludes that most interviewees mainly developed responsibility and accountability during IISMA due to committed lecturers who implement objective grading and care for themselves by living alone.

Problem Solving

7 out of 10 interviewees perceived that they mainly developed problem-solving during IISMA than in their undergraduate study in Indonesia. Moreover, 2 (two) out of 10 (ten) interviewees perceived that they mainly developed this skill in Indonesia than during IISMA. Lastly, 1 (one) out of 10 (ten) interviewees perceived that they equally developed this skill in both programs. For problem-solving development in Indonesia, axial coding results in the 13 open codes being categorized into three groups: Theory Based Exams and Assignments, Lack of Critical Discussions, and Less Complex Problems. The researcher concludes that the majority of the interviewees did not mainly develop problem-solving more in Indonesia due to less problem-solving required in academic settings and less complex problems overall. The result of axial coding is that the 36 open codes are categorized Case Based on Exams and Assignments, Intensity of Problem Solving, and New and Complex Problems for the development of problem-solving abroad. The researcher concludes that most interviewees mainly developed problem-solving during IISMA due to great problem-solving demands in academic and social life and more complex problems in a new environment.

Leadership

7 out of 10 interviewees mentioned that they mainly developed leadership during their undergraduate study in Indonesia than during IISMA. Moreover, 3 (three) out of 10 (ten) interviewees perceived that they mainly developed this skill during IISMA than during their undergraduate study in Indonesia. For the development of leadership skills in Indonesia, axial coding results in the 24 open codes being categorized into three groups: Leadership in Organization, Intensity of Leadership, and Familiar Environment. The researcher concludes that most interviewees mainly developed leadership in Indonesia due to many leadership experiences in organizations and familiar environments, making leading easier. For the development of leadership skills abroad, axial coding results in the 22 open codes being categorized into two groups: Lack of Leadership Opportunity and Unfamiliar Environment. The researcher concludes that the majority of the interviewees did not mainly develop leadership during IISMA due to a lack of leadership opportunities and a language barrier that makes it hard to lead.

Emotional Intelligence

9 out of 10 interviewees perceived that they mainly developed emotional intelligence during IISMA than during their undergraduate study in Indonesia. Moreover, 1 (one) out of 10 (ten) interviewees perceived that they equally developed this skill in both programs. For the development of emotional intelligence in Indonesia, axial coding results in the 24 open codes being categorized into four groups: Familiar Environment, Help from Others, Less Challenging Hardships, and Lack of Self Awareness. The researcher concludes that the majority of interviewees believed that they did not mainly develop emotional intelligence in Indonesia due to the familiar environment with help from others, less challenging hardships, and lack of self-awareness. For the development of emotional intelligence abroad, the result of axial coding is that the 55 open codes are categorized into five groups: Overcoming Negative Emotion, Experiencing Negative Emotions, Self Awareness, No Support System, and New Environment. The researcher concludes that most interviewees mainly developed emotional intelligence during IISMA due to experiencing and overcoming hardships, increased self-awareness, and a new environment with no support system.

Digital Skills and Competencies

5 out of 10 interviewees perceived that they mainly developed digital skills and competencies during IISMA than in their undergraduate study in Indonesia. Moreover, the other 5 (five) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. For developing digital skills and competencies in Indonesia, axial coding results in the 15 open codes being categorized into three groups: Integrated Digital System, On and Off Campus Digital Competencies, and Lack of Digital Competencies. As there is an equal distribution of interviewees' choices, the researcher concludes that some interviewees developed digital skills and competencies more in Indonesia due to the integrated digital system for class materials and on and off-campus activities that enhance digital skills. Moreover, some other interviewees did not mainly develop digital skills and competencies in Indonesia due to a lack of development and exposure to digital competencies.

For developing digital skills and competencies abroad, axial coding results in the 27 open codes being categorized into three groups: Lack of Opportunity, Advanced Technologies, and Up-to-date Digital Competencies. As there is an equal distribution of interviewees' choices, the researcher concludes that some

interviewees mainly developed digital skills and competencies during IISMA due to advanced technologies and up-to-date digital competencies. Moreover, some other interviewees did not mainly develop digital skills and competencies during IISMA due to a lack of opportunities to learn digital skills.

Communication and Active Listening

8 out of 10 interviewees perceived that they mainly developed communication and active listening during IISMA than in their undergraduate study in Indonesia. Moreover, 2 (two) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA.

For the development of communication and active listening skills in Indonesia, axial coding results in the 13 open codes being categorized into 1 group: No Language Barrier. The research concludes that most interviewees did not develop communication and active listening skills in Indonesia because no language barrier makes communication easier to do. For the development of communication and active listening skills abroad, axial coding results in the 37 open codes being categorized into three groups: Language and Cultural Barriers, Active Listening, and Communication in Academic Setting. The researcher concludes that most interviewees mainly developed communication and active listening during IISMA due to language and cultural barriers that demand active listening, and communication skills are developed through academic settings.

Continuous Learning

7 (seven) out of 10 (ten) interviewees perceived that they mainly developed continuous learning during IISMA than in their undergraduate study in Indonesia. Moreover, 2 (two) out of 10 (ten) interviewees perceived that they mainly developed this skill during their undergraduate study in Indonesia than during IISMA. Lastly, 1 (one) out of 10 (ten) interviewees perceived that they equally developed this skill in both programs.

For continuous learning development in Indonesia, axial coding results in the 13 open codes being categorized into two groups: Lack of Learning Feedback and Non-Supporting Class Environment. The researcher concludes that the majority of interviewees did not mainly develop continuous learning in Indonesia due to non-supporting class environments that give a lack of learning feedback. For the development of continuous learning abroad, the result of axial coding is that the 37 open codes are categorized into four groups: More Learning Feedback, Active Learning, Strategic Learning, and Learning Resources. The researcher concludes that most interviewees mainly developed continuous learning more in Indonesia due to active learning that enriches students with learning feedback, strategic learning to deal with new materials, and rich learning resources.

D. CONCLUSIONS

The research objective for this study is to examine the employability skills that undergraduate students mainly developed after doing an international student mobility program and compare them with the employability skills they mainly developed while doing their undergraduate program in Indonesia. From the result, it can be concluded that: 1) Among the 17 employability skills, interviewees perceive that they mainly developed most of the employability skills during IISMA. There are a total of 10 employability skills that the interviewees perceive to mainly develop during IISMA, 5 employability skills that the students perceive to be mainly developed in Indonesia, and 2 employability skills that the students perceive to be developed equally in both programs; 2) The employability skills that undergraduate students perceive to be mainly developed during are teamwork, trustworthiness, growth mindset, inclusivity, openness to change, accountability and responsibility, problem solving, emotional intelligence, communication and active listening, and continuous learning; 3) The employability skills that undergraduate students perceive to be mainly developed during their undergraduate program in Indonesia are achievement orientation, customer focus, organizational commitment, job knowledge, and leadership; 4) The employability skills that undergraduate students perceive to be equally developed during IISMA and undergraduate program in Indonesia are creativity and innovation, and digital skills and competencies.

Recommendations for IISMA Program

The result revealed that most employability skills are mainly developed during the IISMA program, according to the interviewees. However, some aspects of the program implementation prevent further development of the employability skills of some interviewees. Therefore, the researcher would like to recommend: 1) some interviewees mentioned a lack of teamwork in their respective host universities due to the

classes they took not requiring much teamwork. Meanwhile, the other interviewees took classes in different host universities requiring teamwork. Therefore, IISMA could increase the development of this skill by encouraging it is awardees to join student or social organizations or communities in order to be exposed to international teamwork opportunities regardless of the host universities; 2) Most interviewees find it difficult to develop leadership skills due to the lack of leadership opportunity and language barrier in their host universities. Therefore, IISMA could encourage the students to lead by inputting leadership materials into the pre-departure webinar series, along with guidance on how to lead in an unfamiliar environment where a language barrier exists; 3) Most interviewees experience negative emotions such as homesickness, loneliness, burnouts, and social anxiety. Most of them also mentioned that they did not have a support system during their program, so it was more difficult to overcome their hardships alone than in Indonesia. Therefore, IISMA could provide them with pre-departure materials on dealing with difficult emotional situations in their host universities.

Moreover IISMA should emphasize to the awardees the importance of caring for each other, so they could rely on each other when faced with hardships; 4) some interviewees mentioned how advanced the technology was in their host universities compared to their home universities in Indonesia. However, not many courses were available to exchange students related to digital skills, technology, and engineering, or the ones that included laboratory practices, so they could not utilize the advanced technological facilities. Most interviewees did not even take courses related to digital skills; some wanted to take them, but the courses were unavailable. Looking at how digital skills are demanded in the labor market and the host universities in these developed countries have a lot more advanced technology, IISMA could use this opportunity to develop students' digital skills by opening more digital and/or technology-related classes for students and encourage the students to enroll in those courses.

Recommendations for Indonesian Higher Education Institutions

From the result, it is revealed that there are only five employability skills from 17 employability skills that Indonesian undergraduate students perceive to be mainly developed during their undergraduate program in Indonesia. This means that there are more employability skills that undergraduate students mainly developed during the international student mobility program. Therefore, the researcher would recommend Indonesian universities, as higher education institutions, to support their students in participating in the international student mobility programs provided by campus, government, and organizations. Moreover, there are a couple of things that Indonesian universities could improve, which are based on the employability skills that the interviewees perceive to be lacking in their studying experience at their undergraduate program in Indonesia. The researcher would like to recommend: 1) For the development of teamwork, Indonesian universities could encourage students to have a more efficient teamwork process by allocating specific time for students to discuss assignments in a team setting. A teamwork evaluating system is also needed to prevent any free-riders or underperforming team members, which could be in the form of peer evaluation that the students fill in after the group project ends; 2) For the development of trustworthiness, Indonesian universities should pay attention to their class system in giving assignments, as they should make sure that they are giving reasonable amounts of assignments with sufficient guidelines. Therefore students should be able to complete their assignments according to the rules. Moreover, Indonesian universities should eliminate the dishonest habit that still exists among students by making more cheating prevention in every exam and assignment, harsher punishments for academic dishonesty, and keeping strict supervision for students' grading; 3) For the development of a growth mindset, Indonesian universities should create a transparent grading system where students can see which part that they are lacking, thus they can learn from their mistakes and grow. Moreover, Indonesian universities should implement two-way communication in class, making a class a safe environment for students to discuss their minds and ask questions. Indonesian lecturers should be able to encourage students to ask questions and appreciate every question asked by students, even the 'stupid questions' that they would think unnecessary to ask. Lastly, Indonesian universities should pay attention to their assignments and exams quality and create more questions that trigger students to learn beyond the materials, such as creating more case-based questions in assignments and exams rather than theory-based questions that heavily need memorization; 4) For the development of inclusivity, Indonesian universities should emphasize every member of the faculties to value diversity, by being open to different cultures and perspectives that the students have. Lecturers should be open to students' opinions rather than setting what is wrong and what is right according to one's own beliefs; 5) For the development of openness to change, Indonesian universities should give students more creative, out-of-the-box assignments to the students. The majority of the students believe that they do not experience major changes in Indonesia. Therefore the universities could come up with challenging assignments that would help them to develop this skill; 6) For the development of

accountability and responsibility, Indonesian universities should eliminate subjective grading that occurs, which often happens by giving unfair additional points to students that could harm the existing students who already uphold responsibility value by completing assignments according to the initial rule. Moreover, Lecturers should set an example of being responsible by giving reasonable assignments with transparent grading that is graded thoroughly. Therefore, students will know what is expected in scoring assignments, and they would not be hesitant to complete all assignments since they would know that all assignments will be graded thoroughly; 7) For the development of problem-solving, Indonesian universities should create assignments and exam questions that trigger problem-solving, by making the questions cased-based, rather than theory based that is heavily based on memorization. Moreover, lecturers should encourage students to learn beyond class materials by suggesting not limiting reference books to only one or two book(s) and creating a supporting class environment to enable a discussion that triggers critical thinking; 8) For the development of emotional intelligence, Indonesian universities should teach emotional intelligence values in classes. Lecturers could make sessions in classes that make the students do reflection. Therefore they could assess their performances, know their strengths and limitations, and know what to develop each day; 9) For the development of communication and active listening, Indonesian universities should implement two-way communication in the class setting by allowing students to lead the class. By leading the class discussion, students would be able to learn how to properly exchange ideas with other people while also teaching them how to achieve communication goals with a large audience; and 10) For the development of continuous learning, Indonesian universities should create a time for students to freely ask questions and discuss class materials with the lecturers in the form of an office hour, which is a designated time outside of the lecture time. Moreover, universities should create a supportive class environment for the students. Many students are scared to ask questions in class because of the bad judgment from other students and even some lecturers. Therefore, two-way communication is very important to implement in class. A classroom where students instead of lecturers lead will trigger the desire for students to develop continuous learning.

Recommendation for Further Research

For further research, the researcher would like to recommend using a mixed quantitative and qualitative approach. The quantitative approach would reach more respondents, thus increasing the validity of undergraduate students' mainly developed employability skills before being explored in the qualitative step. Moreover, the researcher also encourages further research to explore the point of view of employers that employ graduates with international student mobility experience.

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