

Analyzing the Opportunities and Challenges of Establishing International Branch Campuses (IBCs) in Indonesia

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ABSTRACT

Globalization has accelerated the internationalization of higher education through various forms of transnational education, including the establishment of International Branch Campuses (IBCs). In recent years, Indonesia has increasingly embraced the presence of IBCs as part of its broader strategy to enhance the quality of higher education and strengthen the global competitiveness of its human capital. This study aimed to analyze the opportunities and challenges associated with the establishment of IBCs within Indonesia's higher education ecosystem. Employing a qualitative research approach, the study utilized document analysis of government regulations, reports published by national and international institutions, news articles, and scholarly literature on transnational education and International Branch Campuses. Data validity was ensured through source triangulation by systematically comparing information from government documents, international organizations, and academic publications. The findings revealed that IBCs offer several strategic advantages, including expanding access to internationally recognized education at a more affordable cost, enhancing the quality of domestic higher education institutions through competitive pressure and the transfer of best practices, and supporting human capital development, particularly in science, technology, engineering, and mathematics (STEM) disciplines. Nevertheless, the expansion of IBCs also poses significant challenges, including widening educational inequality due to high tuition costs, the geographical concentration of campuses on Java Island that may exacerbate regional disparities, the growing dominance of foreign institutions in knowledge production, and intensified competition faced by local universities. Therefore, the successful implementation of Indonesia's IBC policy requires a balanced regulatory framework that simultaneously promotes openness to international branch campuses while strengthening the institutional capacity and long-term competitiveness of domestic higher education institutions.

Keywords

International Branch Campuses (IBCs), Indonesian Branch Campuses, Transnational Education, Internationalization, Indonesian Higher Education

Introduction

Globalization has driven profound transformations across multiple sectors of international relations, including higher education. Within the higher education sector, globalization has accelerated cross-border academic mobility through the development of Transnational Education (TNE). This trend has materialized in various forms, including international student mobility, joint degree programs, and the establishment of International Branch Campuses (hereafter referred to as IBCs).

Knight (2022) broadly defines IBCs as satellite campuses located in a country other than their parent university's home country. These campuses deliver academic programs and confer qualifications equivalent to those offered by the *home institution*, operate within a partner country as the *host country*, and award degrees under the parent university's name. As such, IBCs are widely regarded as generating academic, geopolitical, and economic benefits for both the sending and receiving countries (Wilkins, 2016).

Globally, the expansion of IBCs has continued for more than two decades. The model has experienced particularly rapid growth across Asia and the Middle East, where more than 250 branch campuses are currently in operation (Redden, 2016). In Indonesia, the entry of foreign higher education institutions gained significant legal legitimacy following the issuance of Minister of Research, Technology, and Higher Education Regulation No. 53 of 2018. This regulatory milestone was followed by the establishment of Monash University Indonesia in Tangerang in 2021, marking the country's first International Branch Campus (CNN Indonesia, 2021). Under President Prabowo's administration, Indonesia's policy toward the establishment of IBCs has become increasingly proactive. The government has prioritized accelerating and expanding the presence of IBCs, as articulated by President Prabowo during the UK–Indonesia Education Roundtable at Lancaster House, London, on January 20, 2026 (Shabrina, 2026).

The existence and implications of IBCs have been extensively examined within the international literature. Wilkins (2016) developed an analytical framework for managing the institutional opportunities and risks associated with establishing IBCs, emphasizing that the success of branch campuses largely depends on effective financial risk mitigation and the protection of the *home institution's* academic reputation. Furthermore, in a longitudinal evaluation spanning two decades, Wilkins (2021) demonstrated that although many IBCs have successfully expanded their operational capacity and physical infrastructure, many have also experienced catastrophic failure. From the perspective of Indonesia's earliest empirical experience, Stevens-Guiney (2023) found, through a case study of Central Queensland University (CQU) in Jakarta, that regulatory fragmentation across government ministries and the complexity of meeting legal requirements for local partnerships constituted the primary obstacles that initially slowed market entry. Meanwhile, a feasibility report by Ecctis (2022) highlighted a significant asymmetry

of expectations: foreign institutions, particularly those in the United Kingdom, viewed the establishment of IBCs as their lowest strategic priority due to the substantial investment risks involved, whereas the Indonesian government regarded IBCs as a strategic fast track for modernizing the national higher education system.

Despite providing valuable insights into the dynamics of IBCs, the existing literature exhibits several important limitations. Most previous studies have examined IBCs primarily from the perspective of foreign higher education institutions (*home institutions*) located in developed countries or within well-established education hubs such as the United Arab Emirates, Qatar, and China. Existing domestic studies have also remained relatively narrow in scope. For example, Stevens-Guiney (2023) focused exclusively on a single institutional case, while Brilyanti (2025) concentrated primarily on the broader policy dimensions of higher education internationalization rather than the operational implications of IBCs. Consequently, no previous study has comprehensively integrated an analysis of both the strategic opportunities and the associated risks of establishing IBCs within the Indonesian context.

Accordingly, this study seeks to provide an in-depth analysis of the opportunities and challenges arising from the establishment of International Branch Campuses in Indonesia. It is expected to contribute theoretically by enriching the emerging body of literature on IBCs in developing countries, while also offering practical policy recommendations for decision-makers shaping the future direction of Indonesia's higher education internationalization.

Method

To comprehensively examine the implications of establishing International Branch Campuses (IBCs) in Indonesia, this study employed a qualitative research approach, with document analysis as its primary method. This method was selected because of its capacity to systematically examine diverse documentary sources, thereby facilitating an in-depth understanding of social phenomena and public policy through the interpretation of relevant public and academic documents. Bowen (2009) describes document analysis as a qualitative research method that enables researchers to review, evaluate, and interpret various types of documents, including government regulations, official reports, scholarly publications, and other public records, making it particularly well-suited for examining the evolution of transnational education policies and the implementation of IBCs in Indonesia.

The documents included in this study were selected based on their relevance to the research objectives. The inclusion criteria comprised four considerations: (1) documents that directly address International Branch Campuses (IBCs), transnational education, or higher education internationalization policies; (2) documents published by credible sources, including government agencies, international organizations, higher education institutions, and reputable academic

journals; (3) documents containing information on policy developments, opportunities, challenges, or the implementation of IBCs; and (4) documents available in full-text form. Based on these criteria, the study drew upon three principal categories of documentary sources: government regulatory documents, including Minister of Research, Technology, and Higher Education Regulation No. 53 of 2018 and Minister of Education and Culture Regulation No. 10 of 2021; reports published by national and international organizations; news coverage from credible media outlets; and scholarly articles identified through literature searches conducted via Google Scholar and other academic databases.

The data analysis followed the document analysis procedures proposed by Bowen (2009), consisting of three sequential stages: skimming, reading, and interpretation. During the *skimming* stage, an initial review of the collected documents was conducted to assess their relevance to the research objectives. This was followed by the *reading* stage, in which all selected documents were examined in depth to identify key information related to the dynamics of establishing IBCs in Indonesia. In the final *interpretation* stage, the findings were organized into overarching thematic categories, producing a comprehensive synthesis of the strategic opportunities, challenges, and policy implications associated with the establishment of IBCs within Indonesia's higher education system. Themes were generated inductively through a coding process that grouped information by shared meanings, yielding analytical categories that served as the basis for the findings and discussion.

The validity of this study was grounded in the concept of credibility in qualitative research, as defined by Leavy (2017) as the extent to which research findings are supported by accurate and trustworthy evidence. Accordingly, the credibility of this study was ensured through source triangulation by comparing, cross-validating, and corroborating information obtained from three categories of documentary sources: official government documents, reports issued by national and international organizations, and academic publications. This triangulation process was undertaken to verify the consistency of information concerning policy developments, the number and characteristics of IBCs, and the various opportunities and risks identified throughout the analysis, thereby enhancing the credibility and trustworthiness of the research findings (Lamont, 2022).

Result and Discussion

An analysis of government regulations, international feasibility studies, and the academic literature indicates that the implementation of the International Branch Campuses (IBCs) policy in Indonesia embodies a complex duality. The findings are organized into four major themes: the development of IBCs in Indonesia; an analysis of their strategic benefits; an assessment of their challenges and risks; and their policy implications for Indonesia's higher education ecosystem. On the one hand, the policy

creates opportunities to accelerate the internationalization of higher education and enhance the quality of the nation's human capital. On the other hand, the expansion of IBCs may also generate a range of challenges that require careful policy responses to ensure that their potential benefits are not undermined by adverse consequences for the long-term sustainability of the domestic higher education ecosystem.

1. Synchronization of Policies and the Sustainability Prospects of Peudada Customary Forest, Bireuen

As the most populous country in Southeast Asia, Indonesia represents a highly attractive destination for foreign higher education institutions seeking to establish International Branch Campuses (IBCs). Beyond its demographic advantage, higher education statistics further demonstrate the scale of Indonesia's education market. According to data from the Ministry of Higher Education, Science, and Technology, Indonesia is home to 4,388 public and private higher education institutions, serving approximately seven million students and employing around 250,000 academic staff (Tosepu, 2018). This substantial market potential has consequently stimulated growing interest among foreign universities in expanding their operations into Indonesia.

Consistent with this trend, Ecctis (2022), in its feasibility study, identified Indonesia as one of the most promising transnational education markets in Asia. This assessment was based on several favorable conditions, including a large youth population, increasing demand for internationally recognized higher education, and the rapid expansion of the country's middle class. These findings help explain why Indonesia has increasingly been regarded as a strategic destination for the development of IBCs.

Domestically, the legal foundation for the entry of foreign higher education institutions was significantly strengthened through the issuance of Minister of Research, Technology, and Higher Education Regulation No. 53 of 2018 concerning Foreign Higher Education Institutions. This regulation was subsequently revised through Minister of Education and Culture Regulation No. 10 of 2021 concerning Norms, Standards, Procedures, and Criteria for Risk-Based Business Licensing for Formal Education Institutions in *Kawasan Ekonomi Khusus* (Special Economic Zones). These regulations permit internationally recognized foreign universities to establish campuses in Indonesia, subject to several requirements, including the establishment of a legally incorporated, non-profit operating entity (Ministry of Education and Culture, 2021).

To date, approximately five foreign universities have officially established branch campuses in Indonesia, including Monash University Indonesia in Tangerang, as well as the expansion of Deakin University and Lancaster University in Bandung, alongside several other international branch campuses. These developments demonstrate that Indonesia has emerged as a strategic market within the global higher education landscape (Education Republic, 2024). The number of

IBCs is expected to continue increasing following President Prabowo Subianto's remarks at the UK–Indonesia Education Roundtable held on January 20, 2026, in which he invited leading British universities to collaborate in establishing campuses in Indonesia (BPMI Setpres, 2026). The Indonesian government views the establishment of foreign branch campuses as a strategic instrument for accelerating national progress in science and technology (Shabrina, 2026).

These findings suggest that the expansion of IBCs in Indonesia should not be understood merely as a consequence of the globalization of higher education. Rather, it reflects a broader shift in government policy toward a more open approach to higher education internationalization as a mechanism for accelerating national capacity in science and technology. From the perspective of the Opportunity–Risk Framework developed by Wilkins (2016), this initial stage of IBC development represents a *window of opportunity*, in which the host country seeks to leverage the reputation, expertise, and institutional resources of foreign universities to strengthen the quality of its national higher education system. Nevertheless, realizing these opportunities depends on governance arrangements capable of effectively managing the institutional, academic, and social risks associated with the entry of foreign higher education institutions. Consequently, the development of IBCs in Indonesia should be viewed not merely as an expansion of international education, but as a broader transformation of higher education governance that requires balancing global openness with the protection of national interests.

2. Analysis of Strategic Benefits

a. Expanding Access to World-Class Education and Generating Economic Benefits

The establishment of IBCs in Indonesia offers a financially efficient alternative for domestic students seeking internationally recognized academic qualifications. Traditionally, the high cost of living in major study destinations such as Australia, the United Kingdom, and the United States has constituted one of the principal barriers to overseas education. According to the QS International Student Survey (ISS) 2023, 69% of respondents identified living expenses as their primary concern when pursuing studies abroad (Quacquarelli Symonds, 2023). Through the transnational education model represented by IBCs, students are able to access internationally recognized curricula, pedagogical approaches, and degrees at substantially lower costs than studying in the home country of the parent institution (Wilkins, 2021; Ecctis, 2022).

From a macroeconomic perspective, the presence of IBCs also has the potential to reduce capital outflows associated with the large number of Indonesian students studying overseas while simultaneously generating new economic activity within the domestic education sector. According to Shabrina (2026), a substantial amount of financial resources currently flows abroad as Indonesian students pursue higher education overseas. In 2021 alone, approximately 56,000 Indonesian students enrolled in foreign universities. By attracting internationally recognized institutions

to establish IBCs domestically, Indonesia can retain educational expenditure within the national economy while stimulating broader economic circulation (Imastuty, 2024; Shabrina, 2026).

b. Enhancing the Quality of Domestic Higher Education Institutions

Consistent with the argument advanced by Azzahra and Zahra (2023), IBCs should not be viewed as substitutes for domestic higher education institutions but rather as catalysts for institutional quality enhancement. The presence of internationally reputable universities establishes benchmarks of excellence and creates a competitive environment that encourages domestic higher education institutions to improve the quality of their academic programs, governance, and educational services in order to maintain competitiveness (Hou et al., 2018; Bothwell, 2019). Within the Indonesian context, this dynamic is particularly significant given the persistent challenges facing domestic institutions in research productivity, internationalization, and global competitiveness.

This competitive environment is further reinforced by Indonesia's regulatory framework governing IBCs. Article 9 of Minister of Education and Culture Regulation No. 10 of 2021 stipulates that foreign universities seeking to establish branch campuses in Indonesia must be ranked among the world's top 100 universities according to rankings recognized by the Ministry (Ministry of Education and Culture, 2021). Consequently, the strategic value of IBCs extends beyond expanding educational access to fostering broader improvements in the quality of Indonesia's higher education system.

These findings demonstrate that the benefits of IBCs derive not solely from the presence of foreign institutions themselves but from the competitive and collaborative interactions they establish with domestic higher education institutions. Within Wilkins' (2016) Opportunity–Risk Framework, this phenomenon represents an *institutional opportunity*, whereby host countries gain access to knowledge transfer, governance best practices, and academic quality enhancement through engagement with globally recognized universities. In other words, IBCs can function as catalysts for institutional transformation, encouraging domestic universities to strengthen governance, research performance, internationalization, and innovation in order to remain competitive over the long term.

c. Supporting Human Capital Development

Higher education in Indonesia serves not only to enhance knowledge and professional competencies but also as a strategic instrument for developing competitive human capital at both the national and international levels (Rinonce et al., 2025). Foreign universities expanding into Indonesia typically introduce flagship academic programs emphasizing science, technology, engineering, and mathematics (STEM), as well as the digital economy. This focus is closely linked to one of the regulatory requirements governing IBCs in Indonesia, namely that institutions must offer at least two academic programs in STEM disciplines at the bachelor's, master's,

doctoral, applied bachelor's, applied master's, or applied doctoral levels (Ministry of Education and Culture, 2021). Such academic offerings are highly relevant to the labor market and closely align with Indonesia's national development priorities. The availability of high-quality STEM programs, therefore, constitutes an important foundation for cultivating a globally competitive workforce capable of meeting the demands of future industries (Yakub, 2026).

Under an ideal scenario, IBCs in Indonesia would extend beyond establishing branch campuses to fostering collaborative research ecosystems and strengthening the capacity of domestic academic staff. According to Satria Unggul Wicaksana, Coordinator of the Indonesian Caucus for Academic Freedom (*Kaukus Indonesia untuk Kebebasan Akademik* [KIKA]), the positive contributions of IBCs could be realized through joint research initiatives, faculty exchange programs, and institutional capacity building for domestic higher education institutions (Shabrina, 2026). Such collaboration would support the government's efforts to accelerate the development of highly skilled human capital required for digital transformation while narrowing the persistent skills gap between university graduates and the evolving demands of modern industries.

From the perspective of Wilkins' (2016) Opportunity–Risk Framework, human capital development constitutes one of the principal *strategic academic opportunities* that motivates many countries to welcome the establishment of IBCs. The concentration of IBCs on strategically important disciplines such as STEM demonstrates that higher education internationalization is intended not only to facilitate cross-border academic mobility but also to function as an instrument for building a knowledge-based economy. Accordingly, IBCs have the potential to contribute to Indonesia's human capital development by producing highly qualified graduates, generating research outputs, and advancing innovation that are closely aligned with national development priorities and the evolving needs of the country's industrial ecosystem.

3. Analysis of Challenges and Risks

a. The Risk of Unequal Access to Higher Education

Despite offering numerous strategic opportunities, the findings also indicate that the establishment of IBCs in Indonesia entails important social consequences that should not be overlooked. Within Wilkins' (2016) Opportunity–Risk Framework, this condition is classified as a *social and financial risk*, referring to the possibility that access to international education becomes disproportionately available only to socioeconomically advantaged groups. Foreign higher education institutions generally maintain internationally recognized standards of facilities, curricula, and academic staff, all of which require substantial operational expenditures. Consequently, the tuition fees charged by IBCs tend to be considerably higher than the average purchasing power of households in developing countries such as Indonesia (Wilkins, 2016). Without affirmative policy mechanisms, such as

scholarships or government subsidies, IBCs may reinforce educational segregation and exclusivity, whereby high-quality international education remains accessible primarily to economic elites, while lower- and middle-income groups continue to rely on domestic higher education institutions that are often perceived as having more limited resources and facilities.

Moreover, the majority of IBCs currently operating in Indonesia are concentrated on Java. This geographical concentration risks reinforcing unequal access to high-quality higher education while exacerbating existing regional disparities in educational opportunities. As a result, the benefits of higher education internationalization are likely to accrue disproportionately to regions that already possess relatively advanced educational infrastructure. This concern is consistent with the findings of Azzahra and Zahra (2023), who demonstrate that Indonesia's highest-accredited public universities (*A*-accredited and *Unggul* (Excellent)-accredited institutions) remain heavily concentrated on Java. Likewise, Tosepu (2018) reported that of Indonesia's 4,259 higher education institutions, 1,708 were located on Java, highlighting the longstanding imbalance in the geographical distribution of domestic higher education institutions. Consequently, the concentration of IBCs within the same region may reproduce, and potentially intensify, pre-existing patterns of educational inequality.

Table 1. International Branch Campuses (IBCs) Currently Operating in Indonesia

Foreign Institution (IBC's)	Location
Monash University Indonesia	Tangerang, Banten
LaSalle College	Central Jakarta, Jakarta
Raffles Design Institute Jakarta	Central Jakarta, Jakarta
Western Sydney University Indonesia	Surabaya, East Java
Deakin Lancaster University Indonesia	Bandung, West Java

Source: myeducationrepublic.com (2024); nurhaliza (2025)

These findings suggest that the benefits of internationalization in higher education are unlikely to be distributed equitably across the country. Accordingly, the success of Indonesia's IBC policy should not be measured solely by the increasing number of foreign branch campuses but also by the government's ability to ensure equitable access through scholarship programs, tuition subsidies, and a more geographically inclusive distribution of campuses. Without such policy interventions, IBCs may inadvertently reinforce the structural inequalities that have long characterized Indonesia's higher education system.

b. The Risk of Foreign Institutional Dominance

In practice, the relationship between foreign universities and domestic higher education institutions does not always evolve on an equal footing. Foreign institutions typically enter host countries with significant advantages, including globally recognized reputations, established academic legitimacy, extensive

international networks, and considerably greater financial resources. These asymmetries may produce unequal institutional relationships in which domestic universities function primarily as recipients of academic standards and governance models established by foreign institutions rather than as equal partners in knowledge production (Farrugia & Lane, 2013; He & Wilkins, 2018). Consequently, the growing dominance of internationally oriented curricula may reduce the responsiveness of higher education to Indonesia's local social, cultural, and developmental priorities.

Within Wilkins' (2016) Opportunity–Risk Framework, this phenomenon reflects both *institutional risk* and *reputational risk*, whereby the long-term dominance of foreign institutions may gradually erode the academic capacity and institutional autonomy of domestic higher education institutions. These risks extend beyond competition for high-achieving students and distinguished faculty members; they also concern the broader direction of knowledge production, which may become increasingly aligned with global academic norms rather than Indonesia's own social, cultural, and national development priorities. Therefore, interactions between IBCs and domestic higher education institutions should be guided by the principle of *mutual capacity building*, ensuring that higher education internationalization promotes reciprocal collaboration instead of fostering long-term academic dependency on foreign institutions.

c. Intensified Competition Among Domestic Higher Education Institutions

Although IBCs are expected to serve as benchmarks of excellence and catalysts for improving the quality of domestic higher education institutions, educational policy observers have cautioned that their presence may also intensify competition within Indonesia's higher education sector. According to education expert Doni Koesuma, the expansion of IBCs is likely to heighten competition among public and private universities in attracting highly qualified faculty members and academically outstanding students. Domestic higher education institutions must compete with foreign universities that already possess well-established international networks, strong global reputations, and substantial market appeal. Without corresponding improvements in the quality and competitiveness of domestic institutions, this intensified competition may generate more profound long-term consequences, including the loss of critical academic resources as foreign institutions attract the country's most talented students and leading scholars (Shabrina, 2026).

The increasing intensity of competition demonstrates that the implications of IBCs extend beyond the student level to encompass the institutional landscape of higher education itself. From the perspective of Wilkins' (2016) Opportunity–Risk Framework, this phenomenon constitutes a form of *competitive institutional risk*, characterized by mounting competitive pressures on domestic higher education institutions in securing high-quality academic resources. Consequently, unless Indonesia's IBC policy is accompanied by mechanisms that promote equitable

collaboration, reciprocal knowledge transfer, and sustained capacity building for domestic higher education institutions, the expansion of IBCs may ultimately deepen institutional disparities rather than strengthen the overall resilience and competitiveness of the national higher education system.

4. Policy Implications for Indonesia's Higher Education Ecosystem

The successful implementation of Indonesia's International Branch Campus (IBC) policy ultimately depends on the government's ability to strike an appropriate balance between openness to international collaboration and the strengthening of domestic institutional capacity. In this regard, policymakers must ensure that the presence of IBCs generates benefits not only for foreign institutions but also for Indonesia's higher education system through collaborative research initiatives, faculty capacity building, knowledge transfer, and the expansion of educational opportunities for broader segments of society. By doing so, the internationalization of higher education through IBCs can serve as a strategic instrument for enhancing Indonesia's national competitiveness without compromising the long-term sustainability of its domestic higher education ecosystem. However, support for institutional collaboration between IBCs and domestic higher education institutions is not explicitly reflected in Minister of Education and Culture Regulation No. 10 of 2021, which currently serves as the principal legal framework governing the establishment of IBCs in Indonesia.

From a conceptual perspective, the findings of this study reinforce Wilkins' (2016) argument that the establishment of IBCs invariably exists along a continuum of opportunities and risks that must be managed simultaneously. However, the Indonesian case demonstrates that achieving an effective balance between these competing dimensions depends largely on the state's governance capacity to regulate the relationship between foreign institutions and domestic higher education institutions. Accordingly, this study extends the applicability of the Opportunity–Risk Framework to the context of developing countries by demonstrating that the success of IBCs depends not only on the quality and reputation of the foreign *home institution*, but also on the effectiveness of national regulatory frameworks, equitable access to higher education, and the government's capacity to establish mutually beneficial mechanisms for knowledge transfer.

Conclusion

This study demonstrates that the establishment of International Branch Campuses (IBCs) in Indonesia presents both significant opportunities and substantial challenges for the country's higher education ecosystem. On the one hand, IBCs have the potential to expand access to world-class education, generate positive macroeconomic impacts, enhance the quality of domestic higher education institutions through knowledge transfer and academic competition, and strengthen human capital development, particularly in science, technology, engineering, and

mathematics (STEM). With its large student population and growing demand for internationally recognized higher education, Indonesia possesses considerable potential as a strategic destination for the expansion of transnational education.

On the other hand, the findings also reveal that the implementation of IBCs is accompanied by several challenges that require careful policy attention. High tuition costs may reinforce unequal access to higher education and exacerbate existing socioeconomic disparities. Furthermore, the geographical concentration of IBCs on the island of Java risks deepening regional inequalities that have long characterized Indonesia's higher education landscape. The growing influence of foreign institutions in knowledge production, together with intensified competition faced by domestic higher education institutions, also represents a critical concern, underscoring the need to ensure that higher education internationalization does not evolve into a form of academic dominance or dependency.

These findings suggest that the success of Indonesia's IBC policy should not be evaluated solely by the number of foreign branch campuses established, but rather by the government's ability to ensure that their presence delivers inclusive and sustainable benefits for the national higher education system. Accordingly, Indonesia should develop a regulatory framework that extends beyond facilitating foreign investment in higher education to promote equitable institutional collaboration, reciprocal knowledge transfer, sustained capacity building for domestic higher education institutions, and broader educational access for underserved populations and regions. Through such a balanced policy approach, IBCs can function as a strategic instrument for enhancing the global competitiveness of Indonesian higher education while upholding the principles of educational equity and the sustainable development of the national higher education system.

This study is subject to several limitations. As the analysis relies exclusively on documentary evidence, it does not incorporate primary data obtained from relevant stakeholders. Future research should therefore adopt a mixed-methods approach by combining surveys and in-depth interviews with government officials, representatives of domestic and foreign higher education institutions, faculty members, and students in order to develop a more comprehensive understanding of the implementation and long-term impacts of IBCs in Indonesia.

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