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The Effect of Communication Quality and Information Quality at Education Fairs on Indonesian Digital Native Students' Intention to Study Abroad

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ABSTRACT

Education fairs are important service encounters in international higher education marketing because they connect prospective students with foreign universities through direct communication and information exchange. This study examines how communication quality and information quality at education fairs influence Indonesian digital natives' intention to study abroad, with student motivation as a mediating mechanism. A quantitative explanatory survey was conducted with 346 Indonesian respondents who had plans to study abroad and had attended an education fair within the previous 12 months. The data were analyzed using SPSS for respondent profiling and PLS-SEM with SmartPLS 4 for measurement and structural model evaluation. The findings show that communication quality positively affects student motivation ($\beta = .256$, $p = .017$), that information quality positively affects student motivation ($\beta = .422$, $p < .001$), and that student motivation strongly affects the intention to study abroad ($\beta = .800$, $p < .001$). However, the direct effects of communication quality and information quality on intention are not significant. Motivation significantly mediates both relationships, indicating indirect-only mediation. The model explains 64.0% of the variance in intention to study abroad.

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INTRODUCTION

International higher education has increasingly become a strategic mechanism for developing human capital, enhancing global employability, and strengthening national competitiveness. In developing countries such as Indonesia, studying abroad is no longer perceived as an exclusive opportunity for elite students, but rather as a strategic investment in future career

advancement and global skill development (OECD, 2026; LPDP Report, 2024). This shift reflects a broader transformation in which students and families increasingly recognize international education as a pathway to improve socioeconomic mobility and adapt to global labor market demands.

To support this growing demand, higher education institutions and international education providers have intensified their recruitment strategies through various marketing channels. Among these, education fairs have become one of the most important service encounter platforms in international education marketing (Boyd & Boyd, 2020; Oladipo & Sugandi, 2022). Education fairs enable direct interaction between prospective students and representatives of foreign universities, allowing real-time communication, program exploration, and information exchange. These events function as critical touchpoints where students evaluate academic quality, institutional credibility, financial feasibility, and future career opportunities before forming their intention to study abroad (Isaacs & Mulder, 2024; Le et al., 2020).

However, the effectiveness of education fairs is increasingly challenged by the evolving characteristics of contemporary learners, particularly digital natives. This generation, which has grown up in a digitally intensive environment, tends to process information rapidly, critically evaluate sources, and expect seamless, relevant, and high-quality communication experiences (Bhattacharya et al., 2024). Consequently, their decision-making process in education-related contexts is no longer driven solely by information availability, but increasingly shaped by the perceived quality of communication and information delivered during service encounters.

Existing literature in service marketing and education management consistently highlights that communication quality plays a central role in shaping trust, engagement, and satisfaction in service interactions (Tran et al., 2025; Hameed et al., 2025; Karakolias et al., 2025). Similarly, information quality defined through dimensions such as accuracy, completeness, relevance, timeliness, and accessibility has been identified as a key determinant of decision quality and behavioral intention in digital and service environments (Abd Aziz et al., 2024; Alajmi & Ali, 2021). In education-related decision contexts, effective communication enhances emotional engagement and institutional credibility, while high-quality information reduces uncertainty and supports more confident decision-making (Nadeem et al., 2023; Wilkins & He, 2020).

Despite the importance of these factors, most studies on student mobility and international education decision-making continue to emphasize structural determinants such as institutional reputation, financial considerations, family influence, and career prospects (Erdil et al., 2021; McNicholas & Marcella, 2022; Rogova & Kochetkova, 2022). While these studies provide valuable insights, they offer limited explanation of the psychological mechanism through which

external service encounter quality is transformed into internal motivational states. In particular, the role of communication quality and information quality in shaping motivation as a mediating psychological process remains underexplored, especially within education fair contexts and among digital native populations in emerging economies such as Indonesia.

Addressing this gap, this study focuses on how communication quality and information quality in education fairs influence students' motivation and intention to pursue overseas education among Indonesian digital natives. The emphasis on digital natives is important because this group represents a dominant future segment of international education consumers whose decisions are strongly shaped by digital experience, information credibility, and interaction quality.

This study contributes to the literature in several ways. Theoretically, it extends the Stimulus–Organism–Response (SOR) framework in the context of international education marketing by positioning motivation as a key psychological mechanism that explains how service encounter quality translates into behavioral intention. By integrating communication quality (Tran et al., 2025), information quality (Abd Aziz et al., 2024), and student mobility literature (Kim & Lawrence, 2021; Sun et al., 2023), this study provides a more comprehensive explanation of how external educational stimuli shape internal motivational states and behavioral responses.

Practically, the findings provide valuable implications for universities, education fair organizers, and international education marketers. Enhancing communication clarity, responsiveness, empathy, and credibility, alongside improving information accuracy, relevance, completeness, timeliness, and accessibility, can significantly strengthen student motivation and ultimately increase their intention to pursue international education. This highlights the importance of designing education fairs not merely as promotional events, but as high-quality experiential service encounters that actively shape students' educational decision-making processes.

METHOD

This study employs a quantitative research design with an explanatory and cross-sectional approach to examine the relationships between communication quality, information quality, motivation, and study abroad intention among Indonesian digital native students. The study is grounded in the Stimulus–Organism–Response (SOR) theory, which posits that external stimuli influence internal psychological states that subsequently shape behavioral responses (Wang et al., 2024). In this research model, communication quality and information quality function as external stimuli, motivation represents the organism (internal psychological state), and study abroad intention represents

the behavioral response. The conceptual framework of this study is illustrated in Figure 1.

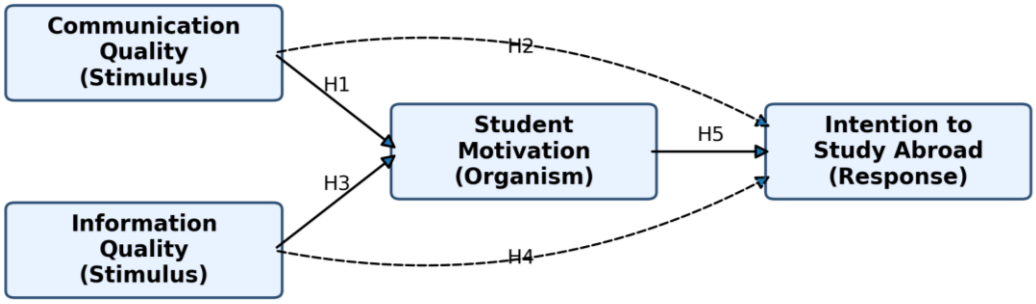

Figure 1. The research conceptual framework combined with SOR Theory

The model tests both direct and indirect effects, particularly the mediating role of motivation in explaining how education fair service quality influences students' intention to study abroad.

The population of this study consists of Indonesian students classified as digital natives who have attended education fairs and have an intention to pursue higher education abroad. Digital natives in this study refer to individuals who have grown up in a technology-driven environment and are accustomed to using digital platforms for information search and decision-making processes. Due to the absence of a complete sampling frame, this study uses a non-probability sampling technique, specifically purposive sampling. Respondents were selected based on the following criteria: (1) Indonesian citizens, (2) categorized as digital natives, (3) have attended an education fair within the last 12 months, and (4) have an intention to study abroad. The final sample consists of 346 respondents, which is considered adequate for Partial Least Squares Structural Equation Modeling (PLS-SEM), as it meets the minimum requirements for complex mediation models and latent constructs analysis.

Data were collected using a structured survey method. The questionnaire was distributed online through Google Forms and disseminated via social media platforms and academic networks. This approach was selected to reach respondents who meet the study criteria efficiently and effectively. Before answering the main questionnaire, respondents were screened using filtering questions to ensure they met the eligibility criteria, particularly regarding their status as digital natives, experience attending education fairs, and intention to study abroad.

This study consists of four main latent variables: Communication Quality, Information Quality, Motivation, and Study Abroad Intention as shown in Table 1. All constructs are modeled as reflective indicators and measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 1: Operational Definitions and Measurement of Research Variables

Variable	Operational Definition	Dimensions	Supporting References
Communication Quality (CQ)	Describes the extent to which interactions between educational institution representatives and learners during education fairs take place effectively, clearly, responsively, empathetically, and in a trust-building manner.	1. Clarity 2. Responsiveness 3. Empathy 4. Credibility	(Hecht, 1978)
Information Quality (IQ)	Describes the extent to which information delivered by educational institutions during education fairs has accuracy, completeness, relevance, timeliness, and accessibility that can assist learners in academic decision-making.	1. Accuracy 2. Completeness 3. Relevance 4. Timeliness 5. Accessibility	(Wang & Strong, 1996)
Student Motivation (M)	Reflects learners' internal drive to continue their studies abroad, whether because of the desire for self-development, expanded experience, improved competence, or the achievement of academic and career goals.	No specific dimension is used in this model; measured as the construct of motivation to study abroad.	(Haisley et al., 2021; Matsumoto, 2020)
Intention to Study Abroad (IS)	Refers to learners' intention and desire to continue education abroad, including the desire to seek further information, attend consultations, prepare requirements, and consider applying to foreign educational institutions.	No specific dimension is used in this model; measured as the construct of intention to study abroad.	(Kim & Lawrence, 2021)

The data collection process was conducted in several stages. First, the questionnaire was developed based on validated constructs from prior studies. Second, the instrument was distributed online using Google Forms. Third, screening questions were applied to ensure respondent eligibility. All measurement items were assessed using a five-point Likert scale. Respondents were informed about the purpose of the study and assured of confidentiality and anonymity to reduce response bias and improve data reliability.

Data in this study were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software due to its suitability for complex predictive models involving multiple latent constructs and mediation effects, as well as its robustness in handling non-normal data distributions. The analysis followed a two-stage approach, beginning with the assessment of the measurement model to evaluate indicator reliability, internal consistency

reliability, convergent validity, and discriminant validity using outer loadings, Cronbach's Alpha, Composite Reliability, Average Variance Extracted (AVE), and both Fornell–Larcker criterion and Heterotrait–Monotrait (HTMT) ratio. Subsequently, the structural model was evaluated to test hypothesized relationships through bootstrapping procedures, assessing path coefficients, t-values, and p-values, as well as examining the model's explanatory and predictive power using R^2, Q^2, and effect size (f^2). In addition, mediation analysis was conducted using bootstrapping to determine the significance of indirect effects and to identify whether the mediation role of motivation was full, partial, or indirect-only within the Stimulus–Organism–Response framework.

RESULTS AND DISCUSSION

Results

This study involved 346 respondents with a fairly diverse composition. In terms of age, respondents were dominated by the 26–30-year age group at 36.1%, followed by those under 20 years old at 32.9%, those aged 21–25 years at 17.1%, and those aged 31–35 years and 36–40 years, each at 6.9%. In terms of education level, the majority of respondents held or were pursuing a bachelor's degree at 41.6%, followed by senior high school/vocational high school/Islamic senior high school at 32.9%, master's degree at 19.9%, and diploma at 5.5%. Based on activity, most respondents were fresh graduates at 41.6%, followed by working respondents at 34.7%, senior high school/vocational high school/Islamic senior high school students at 14.2%, and university students at 9.5%. In terms of the type of education fair attended, more respondents attended offline education fairs at 44.5%, followed by online education fairs at 34.7%, and hybrid education fairs at 20.8%. Meanwhile, based on participation frequency, most respondents attended education fairs 2–3 times at 41.0%, followed by once at 34.7%, 3–4 times at 17.3%, and more than 5 times at 6.9%. Regarding target departure time, the majority targeted overseas study within 3–5 years at 35.8%, followed by 1–2 years at 29.2%, less than 1 year at 17.9%, and undecided at 17.1%.

a. Measurement Model Evaluation

As shown in Table 2, the results of factor loadings, reliability, composite reliability (CR), and average variance extracted (AVE) indicate that all constructs in this study meet good measurement criteria. The communication quality construct has factor loadings ranging from 0.696 to 0.778, with reliability of 0.924, CR of 0.935, and AVE of 0.547. The information quality construct shows factor loadings ranging from 0.679 to 0.770, with reliability of 0.938, CR of 0.946, and AVE of 0.537. Furthermore, the student motivation construct has factor loadings ranging from 0.791 to 0.866, with reliability of 0.883, CR of 0.915, and AVE of 0.682. The intention to study abroad construct shows factor loadings ranging from 0.827 to 0.872, with reliability of 0.899, CR of 0.925, and AVE of 0.712. Overall, all constructs have CR values above 0.70 and AVE values above 0.50, so

the research instrument can be declared reliable and to have met convergent validity for use in subsequent structural model analysis.

Table 2: Factor Loadings, Reliability, CR, and AVE

Construct	*Loading*	*Reliability*	*CR*	*AVE*
Communication Quality		**0.924**	**0.935**	**0.547**
CQ1	0.778			
CQ8	0.773			
CQ2	0.770			
CQ9	0.763			
CQ5	0.741			
CQ4	0.737			
CQ7	0.735			
CQ11	0.729			
CQ6	0.722			
CQ12	0.715			
CQ3	0.708			
CQ10	0.696			
Information Quality		**0.938**	**0.946**	**0.537**
IQ14	0.770			
IQ8	0.765			
IQ10	0.757			
IQ15	0.753			
IQ9	0.752			
IQ13	0.751			
IQ7	0.751			
IQ1	0.727			
IQ6	0.725			
IQ4	0.722			
IQ2	0.718			
IQ5	0.714			
IQ11	0.701			
IQ12	0.698			
IQ3	0.679			
Student Motivation		**0.883**	**0.915**	**0.682**
M1	0.866			
M4	0.848			
M2	0.815			
M3	0.806			
M5	0.791			
Intention to Study Abroad		**0.899**	**0.925**	**0.712**
IS2	0.872			
IS3	0.845			
IS4	0.842			
IS1	0.832			
IS5	0.827			

Next, in Table 3, the discriminant validity test results show that most constructs meet the discriminant validity criteria. Based on the Fornell–Larcker criterion, the square root of AVE for communication quality is 0.739, information quality is 0.733, intention to study abroad is 0.844, and student motivation is 0.826, which are generally higher than the correlations among other constructs.

However, there is a note regarding the relationship between communication quality and information quality because their correlation value of 0.876 is higher than the square root of AVE for both constructs. This indicates conceptual closeness between communication quality and information quality. Nevertheless, testing using the Heterotrait–Monotrait Ratio (HTMT) shows that all HTMT values remain below the general threshold of 0.90, namely 0.842 for the relationship between communication quality and information quality, as well as 0.535, 0.528, 0.693, 0.708, and 0.896 for the relationships among other constructs. Therefore, although there is closeness between communication quality and information quality, the model's discriminant validity can generally still be accepted.

Table 3: Discriminant Validity

Construct	Fornell–Larcker Criterion				Heterotrait–Monotrait Ratio			
	1	2	3	4	1	2	3	4
Communication Quality	0.739	-	-	-	-	-	-	-
Information Quality	0.876	0.733	-	-	0.842	-	-	-
Intention to Study Abroad	0.488	0.485	0.844	-	0.535	0.528	-	-
Student Motivation	0.626	0.647	0.800	0.826	0.693	0.708	0.896	-

At the structural model evaluation stage, the analysis was conducted to test the relationships among latent variables formulated in the research hypotheses. This evaluation aims to determine the extent to which communication quality and information quality in education fairs influence student motivation and how motivation drives Indonesian digital native learners' intention to study abroad. The structural model evaluation results are presented through the model visualization in Figure 2, followed by the testing of direct effects, indirect effects, and the model's predictive capability through R^2 and Q^2 values.

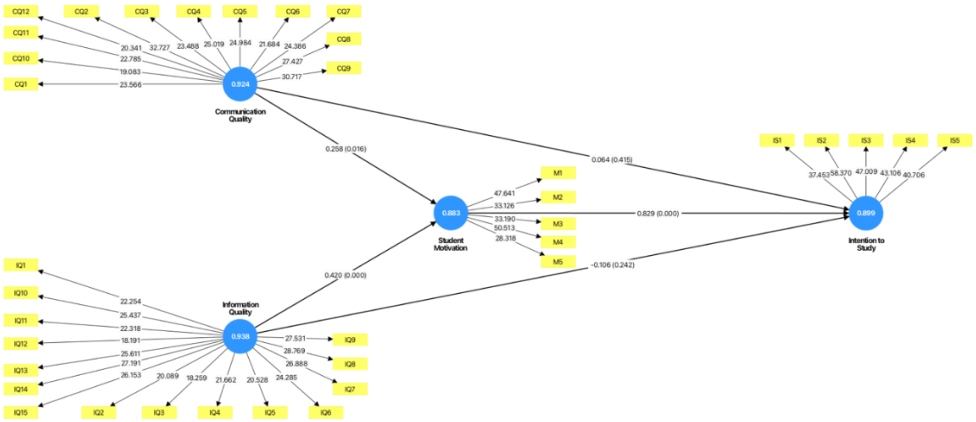

Figure 2. Structural Model Analysis Result

As can be seen in Table 4, the structural model testing results show that communication quality and information quality play a stronger role in shaping student motivation than in directly shaping intention to study abroad. Communication quality has a positive and significant effect on student motivation, so H1 is accepted, with $\beta = 0.256$, SE = 0.107, t = 2.384, and p = 0.017. However, when tested directly on intention to study abroad, the effect of communication quality is very small and not significant, so H2 is rejected, with $\beta = 0.064$, SE = 0.079, t = 0.816, and p = 0.415. A similar pattern is found for information quality. Information quality has a positive and significant effect on student motivation, so H3 is accepted, with $\beta = 0.422$, SE = 0.111, t = 3.817, and $p < 0.001$. However, the direct effect of information quality on intention to study abroad is not significant, so H4 is rejected, with $\beta = -0.106$, SE = 0.091, t = 1.165, and p = 0.242. Meanwhile, student motivation shows the strongest effect on intention to study abroad, so H5 is accepted, with $\beta = 0.800$, SE = 0.030, t = 26.249, and $p < 0.001$.

Furthermore, the indirect effect testing results show that motivation mediates the effect of communication quality on intention to study abroad, so H6 is accepted, with $\beta = 0.205$, SE = 0.086, t = 2.372, and p = 0.018. Motivation also mediates the effect of information quality on intention to study abroad, so H7 is accepted, with $\beta = 0.338$, SE = 0.090, t = 3.737, and $p < 0.001$. This finding confirms that communication quality and information quality in education fairs do not directly become the main drivers of intention to study abroad, but first work through the formation of student motivation. In other words, communication and information experiences obtained in education fairs will be more effective in increasing intention to study abroad if they can stimulate learners' confidence, internal drive, and psychological readiness to pursue international education.

Table 4: Direct Effects and Indirect Effects

Direct Effect	***β***	***SE***	***t***	***sig***	***Decision***
H1: Communication Quality → Student Motivation	0.256	0.107	2.384	0.017	Supported
H2: Communication Quality → Intention to Study Abroad	0.064	0.079	0.816	0.415	Not Supported
H3: Information Quality → Student Motivation	0.422	0.111	3.817	0.000	Supported
H4: Information Quality → Intention to Study Abroad	-0.106	0.091	1.165	0.242	Not Supported
H5: Students Motivation → Intention to Study Abroad	0.800	0.03	26.249	0.000	Supported
Indirect Effect	***β***	***SE***	***t***	***Sig***	***Decision***
H6: Communication Quality → Students Motivation → Intention to Study	0.205	0.086	2.372	0.018	Supported

Abroad					
H7: Information Quality → Students Motivation → Intention to Study Abroad	0.338	0.09	3.737	0.000	Supported

Viewed from the difference in coefficients, communication quality and information quality are not strong enough to directly encourage intention to study abroad if they do not first form student motivation. This is shown by the very low direct effect of communication quality on intention to study abroad, $\beta = 0.064$, compared to its indirect effect through motivation, $\beta = 0.205$. Similarly, information quality has a negative and non-significant direct effect on intention to study abroad, $\beta = -0.106$, but has a positive and significant indirect effect through motivation, $\beta = 0.338$. Thus, H2 and H4 are rejected because communication and information in education fairs function more as initial stimuli that build psychological drive, rather than as factors that automatically generate intention to study abroad. For digital native learners, good communication and complete information first need to be processed into confidence, readiness, and internal drive before developing into intention to continue studying abroad.

Based on Table 5, structural model evaluation was also conducted using effect size or f-square (f^2) values. The results show that the effect of communication quality on intention to study abroad has an f^2 value of 0.003 and information quality on intention to study abroad has an f^2 value of 0.007, so both are categorized as very small or not substantive. This finding supports the previous results that H2 and H4 are rejected. Meanwhile, communication quality on student motivation has an f^2 value of 0.027 and information quality on student motivation has an f^2 value of 0.072, which fall into the small effect category. Student motivation on intention to study abroad has an f^2 value of 1.089, which indicates a large effect. Thus, motivation is the most dominant variable in explaining intention to study abroad, while communication quality and information quality play a greater role in shaping motivation than in directly influencing intention to study abroad.

Table 5: Effect Size (f^2)

Path Relationship	f^2	*Effect Size Category*
Communication Quality → Student Motivation	0.027	*Small*
Communication Quality → Intention to Study Abroad	0.003	*Very Small*
Information Quality → Student Motivation	0.007	*Small*
Information Quality → Intention to Study Abroad	0.007	*Very Small*
Students Motivation → Intention to Study Abroad	1.089	*Large*

Furthermore, based on Table 6, the Coefficient of Determination (R^2) results show that the student motivation variable has an R^2 value of 0.433 and an Adjusted R^2 value of 0.430. This means that 43.3% of the variation in student motivation can be explained by communication quality and information quality, while the rest is explained by other factors outside the research model. Then, the intention to study abroad variable has an R^2 value of 0.640 and an Adjusted R^2 value of 0.639, indicating that 64.0% of the variation in intention to study abroad can be explained by student motivation in this model, so the model's explanatory ability for intention to study abroad is relatively strong. In addition, the Q^2 value for student motivation is 0.420 and the Q^2 value for intention to study abroad is 0.238, indicating that the model has good predictive relevance because all Q^2 values are above zero. Thus, this research model not only has the ability to explain relationships among variables, but also has adequate predictive ability for student motivation and Indonesian digital native learners' intention to study abroad.

Table 6: Coefficient of Determination (R^2) and Q-square Results

Variable	*R^2*	*R^2 Adjusted*	*Q^2*
Students Motivation	0.433	0.430	0.420
Intention to Study Abroad	0.640	0.639	0.238

Discussion

The findings of this study reinforce and extend Stimulus–Organism–Response (SOR) Theory in the context of international education marketing by demonstrating that communication quality and information quality do not directly shape Indonesian digital native learners' intention to study abroad, but instead operate indirectly through motivation as the central psychological mechanism. This result aligns with Flavell (2022), who emphasizes that external stimuli do not automatically produce behavioral responses but are filtered through internal organismic states. In contrast to some prior studies suggesting direct effects of communication and information quality on behavioral intention in service environments, this study provides a more nuanced explanation in which the intention to study abroad emerges only after learners cognitively and affectively process external stimuli into motivational states. This finding contributes a contextual refinement of SOR in high-risk, high-commitment decisions such as international education, where learners require deeper internal validation before forming intention.

The acceptance of H1 and H3 confirms that communication quality and information quality significantly enhance learners' motivation, which is consistent with Hecht (1978), who highlights the role of interpersonal

communication in building psychological closeness and understanding, and Wang and Strong (1996), who conceptualize information quality as multidimensional, including relevance, completeness, and clarity. These findings also align with Hameed et al. (2025) and Karakolias et al. (2025), who demonstrate that effective communication strengthens trust and decision readiness, as well as Alajmi and Ali (2021), Erdil et al. (2021), and McNicholas and Marcella (2022), who confirm that high-quality information improves evaluative confidence in international education contexts. However, unlike some earlier studies that report direct behavioral influence of communication and information in consumer and education service settings, this study shows that such effects are not immediate for digital native learners in Indonesia, suggesting that motivational processing plays a more dominant intermediary role in shaping behavioral readiness.

The acceptance of H5 confirms that motivation significantly influences intention to study abroad, supporting Ryan and Deci (2020), who argue that both intrinsic and extrinsic motivation determine goal-directed educational behavior. This finding is also consistent with Haisley et al. (2021), Matsumoto (2020), and Shkoler and Rabenu (2022), who highlight that international study motivation is driven by academic advancement, cultural exposure, language development, and career aspirations. The rejection of H2 and H4 further strengthens the argument that communication quality and information quality alone are insufficient to directly generate intention in complex decision-making contexts. This divergence from more linear intention models in prior literature indicates that Indonesian digital native learners engage in a more reflective decision-making process, where intention formation depends on the internalization of external stimuli into meaningful personal motivation.

The mediation results, where motivation significantly mediates the effects of both communication quality (H6) and information quality (H7) on intention to study abroad, provide strong empirical support for the SOR framework while simultaneously extending its explanatory power. In contrast to earlier studies that often emphasize direct stimulus-response relationships, this study demonstrates a full mediation mechanism, positioning motivation as the critical psychological bridge between external stimuli and behavioral intention. This finding contributes a theoretical novelty by clarifying that in the context of education fairs, communication and information should be conceptualized not as direct drivers of intention, but as motivational triggers that activate learners' internal goal-setting processes. The implication is that behavioral intention is structurally dependent on affective and cognitive transformation processes rather than exposure alone.

Practically, this study offers important implications for international education providers and education fair organizers. Communication strategies must move beyond information delivery and focus on emotional engagement, trust building, and personalized interaction that actively stimulates learner motivation. Similarly, information design must prioritize clarity, relevance, and future-oriented framing that helps learners visualize achievable academic and career pathways abroad. The novelty of this study lies in its integrated model that positions motivation as the central mechanism in transforming external marketing stimuli into intention among digital native learners in Indonesia. The broader impact of this finding is the shift in international education marketing strategy from persuasion-based approaches to motivation-centered engagement systems, ensuring that communication and information are not only understood but also internalized as personal academic aspirations.

CONCLUSION

This study aimed to analyze the effect of communication quality and information quality in education fairs on Indonesian digital native learners' intention to study abroad, with motivation as a mediating variable. Based on the testing results, communication quality and information quality are proven to have positive and significant effects on student motivation. This shows that clear, responsive, empathetic, and credible communication, as well as accurate, complete, relevant, up-to-date, and accessible information, can help learners reduce uncertainty, build trust, and understand overseas study opportunities more realistically. Furthermore, motivation is proven to have a positive and significant effect on intention to study abroad. However, the direct effects of communication quality and information quality on intention to study abroad are not significant. This finding indicates that good communication and information in education fairs do not automatically form intention to study abroad, but must first stimulate student motivation.

Motivation is proven to mediate the relationship between communication quality and intention to study abroad, as well as the relationship between information quality and intention to study abroad. Thus, motivation can be understood as the main psychological mechanism that bridges education fair stimuli and the response in the form of intention to study abroad. This finding strengthens the application of Stimulus–Organism–Response Theory, where communication quality and information quality function as external stimuli, motivation as an internal psychological condition, and intention to study abroad as a behavioral response. Practically, these results emphasize the importance of education fair organizers presenting personal, professional, credible, and informative interactions so that participants gain service experiences capable of

building internal drive to plan international study. This study has limitations because it used a quantitative approach with a survey design and respondents limited to Indonesian digital native learners who had attended education fairs. Therefore, future research is recommended to use qualitative or mixed-methods approaches, expand the respondent coverage, add other variables such as destination country image, university reputation, family support, financial condition, institutional trust, and social media influence, and compare the effectiveness of offline, online, and hybrid education fairs.

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