*Ianna Journal of Interdisciplinary Studies,* Vol. 8, No. 1 (January 2026).

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

***IANNA JOURNAL OF INTERDISCIPLINARY STUDIES*, Vol. 8, No. 1 (January 2026).**
**Journal's website: https://iannajournalofinterdisciplinarystudies.com**
**Article History: Received 15 August 2025; Revised, 6 October 2025; Accepted, 8 November 2025.**

# *Higher Education for Sustainable Society: The Role of Branch Campuses in Enhancing Social Mobility*

**Sarmini Sarmini***
Universitas Negeri Surabaya, Indonesia, ORCID: https://orcid.org/0000-0003-0388-9100
*corresponding author email: sarmini@unesa.ac.id

**Septina Alrianingrum**
Universitas Negeri Surabaya, Indonesia, ORCID: https://orcid.org/0000-0002-8965-0960

**Gading Gamaputra**
Universitas Negeri Surabaya, Indonesia, ORCID: https://orcid.org/0000-0002-0391-6773

**Agung Dwi Bahtiar El Rizaq**
Universitas Islam Negeri Madura, Indonesia, ORCID: https://orcid.org/0000-0003-2733-3844

**Sujatno Sujatno**

Universitas Negeri Surabaya, Indonesia, ORCID: https://orcid.org/0009-0009-2871-4447

**Hari Kusmanto**
Universitas Negeri Surabaya, Indonesia, ORCID: https://orcid.org/0000-0002-2187-2620

**Abstract**
**Background:** The Indonesian strategy of establishing branch campuses, exemplified by Campus 5 of Surabaya State University, aims to address deep-seated disparities in higher education access, particularly in socio-economically disadvantaged peripheries. This approach reinforces the state's overarching objectives of social mobility and the equitable development of provincial economies.
**Objective:** The present investigation critically examines the mechanisms by which the branch Campus facilitates inclusive entry to tertiary education, advances the normative principle of spatial justice, and catalyses the socio-economic empowerment of surrounding populations.
**Methodology:** Adopting a qualitative case study framework, the research amalgamates data derived from semi-structured interviews, immersive participant observation, and systematic document examination, engaging a purposive sample of current students, graduates, faculty, and representatives of the local community in and around the branch campus.

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

**Results:** The data demonstrate that branch campus markedly enhances access to rigorous educational offerings, diminishes both spatial and financial obstacles, and invigorates local economies through expanded employment and vocational training opportunities. Concurrently, it fortifies local institutional capacity and cultivates social capital, functioning as a pivotal mechanism for durable regional advancement.
**Conclusion:** Branch campuses emerge as disruptive force that democratise educational opportunities and activate community empowerment, thereby promoting upward social mobility and institutionalising spatial justice in chronically underserved locales.
**Unique Contribution:** This research advances a distinctive interpretive framework positioning branch-campuses as deliberate mechanisms of social transformation, illuminating their capacity to mitigate persistent geographic and economic inequities.
**Key Recommendation:** The model's translational potential across heterogeneous regional contexts should be evaluated, and the enduring influence of branch campus on communal social architectures should be examined in subsequent research.

**Keywords:** Social mobility, society, inclusive education, community empowerment, higher education, regional development.

## Introduction

Indonesia serves as an illustration of the ongoing impediment to social advancement that exists in numerous developing nations due to disparities in access to higher education. Although the completion of a university degree is a critical factor in the advancement of social mobility (Torche, 2021), university access is still primarily concentrated in metropolitan areas, which excludes lower-income and rural populations. This disparity is frequently exacerbated by policies that prioritise market efficiency, which result in the diversion of resources from disadvantaged regions, resulting in their educational isolation (Wolfram, 2023). A prospective solution is provided by the establishment of PSDKU (Study Programs Outside the Main Campus). This model has the potential to challenge extant inequalities in Indonesia, where there will be 413 PSDKU programmes by 2025. Nevertheless, there is still uncertainty about whether these campuses actually promote mobility or merely reinforce existing social hierarchies. This study investigates the PSDKU model as a potential catalyst for inclusive higher education, local development, and spatial justice.

Literature on social mobility often emphasises higher education as a key driver of vertical mobility, particularly in affluent nations (Triana et al., 2023). However, research on branch campuses in emerging nations is limited, typically focusing on foreign institutions in urban areas. Three key patterns emerge: first, the assumption that higher education universally promotes mobility, ignoring spatial factors and regional disparities; second, the focus on academic performance and affordability, with little attention to its long-term effects on local communities; and third, the view of education as a form of social and cultural capital. While studies confirm that higher education improves social and economic status (Wolfram, 2023). There remains an overemphasis on access, often at the expense of the quality of institutions and the socio-economic factors that influence outcomes.

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

Educational institutions function as both learning environments and platforms for social reproduction and transformation (Morgenshtern & Schmid, 2022). Beyond imparting knowledge, schools have a crucial role in the creation and dissemination of social and cultural capital, which affects access to societal opportunities (Triana et al., 2023). An individual's vertical mobility is influenced by both academic success and the perceived legitimacy of the educational institution, as well as the robustness of social networks that facilitate graduates' entry into the labour market. Social mobility denotes the movement of individuals or groups within the social hierarchy, encompassing both vertical and horizontal transitions.

Research on university branch campuses tends to fixate on their promise of widening access to higher education in overlooked areas, emphasising the rising enrolment of students from historically marginalised groups. However, this perspective remains primarily administrative and descriptive, often sidestepping a deeper inquiry into how such campuses shape long-term patterns of social mobility (Molokova, 2021). Opening a campus site is only half the story; meaningful progress also demands scrutiny of academic quality, institutional credibility, and the links each campus forges with surrounding economic and social ecosystems. We argue that branch campuses advance upward mobility only when they secure respected status, nurture trustworthy campus-community relations, and connect graduates to local labour markets, an imperative especially for learners from marginalised regions who routinely wrestle with limited resources and enduring stigma about programme quality (Arifin, 2017).

Accordingly, these institutions must deliberately build legitimacy, partner with civic stakeholders, and align with regional growth agendas if they are to deliver equitable, durable pathways out of poverty. The present study seeks to fill that analytical void by treating branch campuses not merely as open gateways but as potential engines of social change, targeting geographic and economic divides through informed policy and local collaboration. The present investigation starts from the assumption that branch university campuses do more than reinforce existing cultural privilege, as shown in recent studies (Torche, 2021), but also play an active role in increasing community access to higher education and independent economic empowerment. Therefore, this research aims to: (1) provide an overview of how branch campuses contribute socially and economically; (2) examine the elements and dynamics of community institutions towards prospective students; and (3) develop a theoretical framework regarding the role of branch campuses in equalising education through access to social mobility.

## Literature Review

### Higher Education as an Instrument of Social Mobility

In numerous countries of the Global South, higher education is regarded as a critical route to social mobility. A university degree offers specialised skills and social networks that enable individuals to overcome established economic barriers. For instance, the systemic advantages of expanded educational access are illustrated by the fact that in Jakarta, expanded evening courses have resulted in an increase in job placement in impoverished districts (Arifin, 2017). Torche (2021) contends that the expansion of educational opportunities is essential for promoting intergenerational social mobility by decreasing the probability of socioeconomic status being passed down through generations. Nevertheless, substantial obstacles arise when educational

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

access is impeded by structural and systemic barriers, as evidenced in Punjab, India, where access to high-quality higher education is restricted by class stratification and caste hierarchies (Narwana & Gill, 2022). These disparities underscore the necessity of policies that mitigate institutional obstacles to expand opportunities for individuals from economically disadvantaged backgrounds. Numerous studies have demonstrated that spatial factors, parental income, and the quality of secondary education are obstacles to prospective students' access to higher education in the context of spatial equity, which emphasises the equitable distribution of educational resources based on geographic need (Narwana & Gill, 2022). Institutional biases and structural barriers that generate numerous vulnerabilities exacerbate these disparities.

Higher education is often considered a key to social mobility in underprivileged areas. Branch campuses make quality education easier for underprivileged students, strengthening their human capital. This aligns with research showing that higher education can help people build social networks and develop skills, improving their job prospects (Torche, 2021). Branch campuses boost local economic and social development by increasing access and overcoming geographic and economic limitations (Crawford & McKenzie, 2023; Narwana & Gill, 2022). In many developing nations, higher education is seen as a key path to socioeconomic advancement, offering economically disadvantaged students the chance to better their careers and living standards. Empirical research shows that intersecting spatial and material inequities undermines this anticipated gain.

**Education in the Perspective of Human and Social Capital in Society**

Human Capital Theory, articulated most influentially by Gary Becker, places the nexus of education and economic opportunity at the core of labour-market analysis. By conceptualising knowledge and skills as capital goods that can be accumulated and that enhance individual productivity, the theory anticipates that educational attainment translates into increased lifetime earnings and, in turn, into avenues of upward social mobility for those who invest in further school training. Economists working within this paradigm typically assume that people choose educational routes by weighing anticipated labour-market returns, thereby framing schooling as a rational financial decision, and linking aggregate national growth to collective human-capital investments (Crawford & McKenzie, 2023). Consequently, while the theory illuminates the instrumental benefits of learning, a complete policy portrait also demands approaches that confront systemic barriers and guarantee that every capable learner benefits, thereby transforming schooling into a broad engine of inclusive development.

John Rawls' social justice theory, especially justice as fairness, promotes education as a human right. In a well-ordered society, equal liberties and the difference principle provide possibilities for the poor. In this view, education is a redistributive tool, with fairness requiring institutions to provide equal chances rather than letting family wealth decide quality (Clark, 2014). Research links uneven classrooms to limited social mobility, supporting Rawls' call for policies that target the underprivileged, as Jopinus (2024) presents Rawlsian-inspired programmes that tailor resources to underprivileged populations, supporting changes that remove barriers to higher education for low-income students.

When the arguments for efficacy and fairness are joined, university study appears less a private ladder and more a public bridge that reallocates opportunity across society. Becker reminds us to

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

track grad rates, wages, and research yield; Rawls then urges that the starting line itself-not the finish-be free of privilege or accident. At the same time, the scheme pursues spatial justice, quietly dismantling old cartographies of region and class that have long fenced learning in. For these reasons, PSDKU is not a simple branch campus plan; it is working proof that efficiency and equity can be held in one steady frame.

## Method

This study focused on Surabaya State University's fifth campus in Magetan (PSDKU), selected for its strategic role in broadening access to higher education and promoting upward social mobility among nearby residents. To investigate this, interviews were conducted with the campus director, current students, their parents or guardians, and local community members who engage with the institution (Elliott, 2018). These participants were picked for their direct stake in how campus policy and programmes shape learning experience and economic status on the ground (Gill, 2020). Adopting a qualitative case-study approach, the analysis examines PSDKUs' contributions to social mobility in a detailed, contextual manner. Such a design reveals how the university, its students, and surrounding communities together shape opportunity in historically marginalised areas. The framework also captures personal stories and cultural meanings that colour everyday education at Surabaya State University's Campus 5.

Primary data were gathered through participant observation and semi-structured interviews with key informants (Mohajan, 2018). During participant observation, the researcher systematically recorded daily academic activities and social interactions on campus and in the surrounding community, enabling an in-depth understanding of the routines that link education to social change. Semi-structured interviews were conducted to explore informants' perceptions and experiences regarding the broader impact of PSDKU on upward social mobility. The flexible nature of the interviews enabled the capture of nuanced personal stories that might not be evident through observation alone. To enhance the reliability of emerging interpretations, primary data were triangulated with secondary sources, including government policy briefs, project reports, and relevant scholarly literature (Elliott, 2018). Table 1 displays the grid of the research instrument.

**Table 1. Research Instrument Grid**

| Aspects Explored | Indicators/Subtopics | Data Source/Informant | Methods |
|---|---|---|---|
| Access to Education | Motivations for selecting PSDKU; geographical convenience; affordability | Students, parents/guardians | In-depth interviews; direct observation |
| Perceptions of Branch Campus | Institutional image, perceived reputation, and societal recognition | Students, local community members | Interview |
| Social and Economic Impact | Shifts in social standing, employment status, income levels, and interpersonal ties | Alumni, surrounding residents | Interview |

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

| | | | |
|---|---|---|---|
| University–Community Engagement | Joint initiatives; university's social contributions to the locality | Campus director, faculty, local actors | Observation, document |
| Quality of Institutions and Networks | Facilities, curriculum, partnerships, job opportunities | Branch Campus Director, students | Field observation; document analysis |
| Social Mobility | Evidence of graduates' upward social and economic movement | Students, alumni | Interview |
| Spatial Equity in Access | Distributional fairness in access, urban–regional comparison, and affordability | Faculty, community leaders | Interviews; document analysis |

The data analysis employed an inductive methodology and proceeded through three sequential phases: initially, data condensation via restatement and simplification; subsequently, the categorisation of information accompanied by thematic development; and finally, interpretive synthesis that contextualised the findings within the framework of social and educational mobility (Lisa et al., 1967). This analytical approach provided a comprehensive understanding of how the branch campus serves as a means to expand opportunities and reduce obstacles to social mobility for students and surrounding communities. The results are anticipated to provide new insights into the strategic function of satellite campuses in promoting regional socio-economic development.

## Result and Discussion

### Adequate Accessibility at Higher Education Level

Branch campuses can provide quality higher education to under-represented communities despite geographic and economic barriers. Branch schools with similar curricula and facilities seek educational equivalency. Through training and community service, branch campuses boost local economies. Higher education at branch campus helps faraway populations' social mobility. The quality parity between branch and core campuses helps locals to acquire quality education without moving, enhancing employment and social status. Branch provides educational access and social mobility for vulnerable populations through institutional commitment, equitable teaching staff, and pleasant student experiences. This matches student interviews.

> *"I feel that PSDKU or known as branch campus has really helped me to continue getting quality education without having to worry about being away from my family." (AJ/19/Student)*

Branch campuses play a crucial role in improving access to higher education, especially for students in remote areas. By decentralising education, they support spatial justice, which states that quality education should not depend on location. In Malaysia and Dubai, PSDKU campuses improve education access, economic growth, academic repute, and global research collaboration (Johns et al., 2021). Limited funding, antiquated infrastructure, and campus quality issues exist. Branch campuses mostly improve education and regional development despite these challenges.

Branch campus is also making a difference by helping close the gap for students from low-income backgrounds. Many stakeholders, lecturers, student guardians, and the students themselves agree that this support really helps more students stay enrolled.

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

> *" We provide special programs for students, this is intended so that they can participate in higher education without being hindered by economic factors." (Hr/34/Lecturer)*

This comment shows university systems' rising commitment to expanding higher education, especially for low-income students. Complex but effective equity promotion involves opening branch campuses in distant or economically poor locations. However, rural arrivals, first-generation entrants, and other marginalised groups typically confront bandwidth, device, and institutional impediments, worsening the urban-rural education gap (Li et al., 2024). Branch campuses also include racial profiling, harsh policing, and cultural hurdles (Wolfram, 2023). Evidence from recent studies shows that research opportunities and community-led mentoring can close graduation gaps and lift success rates for underrepresented groups, turning troubled entry pipelines into sustainable academic pathways.

PSDKU lowers travel and tuition costs, making higher education in rural locations more affordable. Branch campuses offer superior education at reduced rates by decentralising operations, allowing students to study in their hometowns without the high living costs of major cities. These advantages match interview responses.

> *" With the existence of a branch campus in this area, I personally no longer need to spend a lot of money, especially for transportation costs." (AF/53/Student Parents)*

Branch campuses let rural and economically disadvantaged students study at home, expanding geographic access. Universities can open previously closed doors by placing satellite sites closer to local communities, reducing travel and relocation costs that deter many potential students. These outposts improve regional capabilities, equalise opportunity, boost local economies, and boost the parent institution's national and international status (Wolfram, 2023). However, campuses must maintain ambition and quality through sustainable admission targets, faculty recruitment, resource allocation, and academic governance (Hickey & Davies, 2024). Branch campuses are considered to be able to overcome geographical and financial limitations, despite many challenges, such as balancing initiatives to maintain institutional quality and support at the village and sub-district levels.

Branch campus is a university-wide attempt to address campus prejudice, over-surveillance, and social isolation. Racial hierarchy and gender norms limit participation in learning settings, causing such issues. The interview recorded here illustrates how the branch campus actively seeks to boost the engagement and sense of belonging of those who have been marginalised.

> *"I'm really thankful for the scholarship and low tuition. Coming from a low-income family, this support is what made it possible for me to go to college." (AJ/19/Student)*

Branch campuses can improve higher education lowering physical barriers for marginalised populations. Quantitative assessments show that such campuses enrol more low-income first-generation and aspiring students than their parent universities. However, quantitative and qualitative measures show that retention, completion, and minority representation generally lag behind larger campuses.

Redistributing postsecondary access away from typical demographics, branch campuses are similar to community colleges. However, equity is weak. Race profiling, militarizated policing, and campus surveillance continue to create structural antagonisms that marginalise students of

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

colour and re-segregate society. These external pressures reduce the open-door policies' democratising potential. Culturally appropriate pedagogy, collective identity affirmation, and participatory governance can reduce external stigma and boost branch campus students' cognitive and emotive investments (Johns et al., 2021).

Branch campuses enhance local capacities by giving vocational training seminars and experiential learning for students and communities. These programmes boost academics and local economies. By actively integrating institutional efforts in local realities, the branch campus expands educational access and social mobility in distant locations and fosters enduring university-host community collaborations. The campus promotes community empowerment and self-reliance through social capital.

> *" The campus frequently organizes skill-building sessions for villagers to help promote self-sufficiency and develop local potential." (Hr/34/Lecturer)*

Branch campuses frequently collaborate with local stakeholders to tackle region-specific difficulties and expedite localised development objectives (Crawford & McKenzie, 2023). A holistic approach that includes awareness-raising, skill development, participatory governance, and indigenous knowledge systems is usually successful. Programs emphasise marginalised communities, inclusive involvement, community empowerment, and collective ownership of results. The Branch campus model promotes grassroots involvement and regional unity through context-sensitive education

**The Role of the Higher Education Social System and Economic Empowerment**

Students and the economy gain from college branch campuses. Regional campuses produce local jobs and minimise student and family living costs through operations and community service. PSDKU promotes regional expansion and community welfare. Entrepreneurs and investors near the institution create jobs. Faculty sponsored new food cart and boarding house enterprises. Campus skills training improves community independence and the economy. Campus innovation and research improve regional competitiveness and social advancement. PSDKU is vital to local education and business. Establishing and improving the Branch campus has had substantial economic impacts on the surrounding area. Business stakeholders and private investors seeking new commercial opportunities have seen rising student participation and academic infrastructure. PSDKU strengthens local capacity by connecting students and the community with entrepreneurial opportunities. As one community member stated, 'The programmes here have helped us build stronger ties with local businesses.' This highlights how the branch campus fosters both academic and economic development.

Located in a peripheral area, Branch has begun to construct what one might call an experimental economic ecology, in which small and microenterprises spring up directly around the campus. Interview data collected afterwards further support that conclusion.

> *" We organize various training and skills development programs, this is solely aimed at empowering the local community and enabling them to grow the economy independently." (An/35/Lecturer)*

By supporting university start-ups and spin-offs, PSDKU acts as a vital channel for turning academic knowledge into practical value and cultivating an entrepreneurial climate. However,

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

challenges such as limited funding and infrastructure often hinder the full realisation of these goals, affecting the quality of education and the effectiveness of regional development initiatives. Despite these constraints, PSDKU still stimulates innovation and promotes regional economic growth by linking research to business opportunities and fostering a more entrepreneurial ecosystem (Stone, 2024). While PSDKU enhances local competitiveness and innovation, improving access to higher education, these structural issues must be addressed for it to maximise its impact as both an educational institution and a regional development accelerator.

> *" Our campus plays a crucial role in boosting the region's competitiveness by preparing innovative graduates who are equipped to respond to current challenges. This momentum also fuels creativity and economic development in our area." (Sr/55/Director of PSDKU)*

PSDKU's branch campus models are instrumental in enhancing local competitiveness and reinforcing regional innovation ecosystems. They facilitate the integration of innovative technologies into the local economy, attract talent, nurture global academic collaboration, and enhance research capabilities (Stek & Park, 2024). PSDKU's branch institutions facilitate regional modernisation and promote entrepreneurship by employing this methodology. Although their use in other regions may vary by local context, their presence can improve the socioeconomic status and global reputation of their host region.

**Capacity Building of Community Groups through Higher Education**

The Higher Education Scheme Outside of Domicile (PSDKU) specifically provides underprivileged communities with education and campus empowerment. Interviews demonstrate that PSDKU is a significantly higher education tool for local autonomy and sustainability. Basic-to-advanced skills training programmes at branch campuses improve local community entrepreneurship and food production, thereby increasing the potential and competitiveness of local economies.

> *"I took part in training from the campus on food product processing. Now I can make my own products and sell them." (Wn/47/citizen)*

The branch campus wants to increase its capabilities, resources, and community networks to meet the needs of community-living students better. University-community collaboration has been shown to improve grassroots organisations' evaluative capacity, stakeholder communication, and resilience to socio-psychological challenges like the pandemic (Walton, 2020). The branch campus promotes community engagement through social programming, skill-building, and democratic governance. According to interviews, local citizens participate in consultations and decision-making about these actions.

Despite physical constraints and societal bias, community involvement in branch campus programmes can improve student outcomes and enhance institutional accountability. These obstacles also limit the influence of the branch campus model. Insufficient infrastructure can hinder educational delivery, preventing students from fully benefiting from the chances (Stek & Park, 2024). Moreover, prejudices against branch campus graduates, who are sometimes perceived as having received a lower-quality education compared to those from main campuses, can negatively affect their employment prospects and social mobility. Despite these barriers, the

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

collaboration model still embodies the "engaged university" paradigm, positioning higher education institutions as proactive agents of social reform. Inclusive education, collaborative business development, and regionally anchored innovation have improved social solidarity, economic potential, and community resilience at the branch campus.

Research shows university-community relationships improve education and social value. Collaborations boost student retention and achievement by increasing access to resources, expanding professional networks, and increasing OER use (Walton, 2020). These relationships boost creativity, communication, and social benefit in host communities. Cross-disciplinary collaboration requires trust, reciprocity, institutional leadership models, and stakeholder commitment, according to a study. Curriculum design, student outreach, and university stakeholder community service programmes can be collaborated on (Stone, 2024). While PSDKU enhances regional competitiveness and innovation by improving access to education, challenges remain. Limited funding and infrastructure may hinder its ability to match the academic quality of the main campus, potentially leading to educational inequality. Branch campuses, despite fostering entrepreneurial activities and local development, risk creating a new form of educational segregation if structural issues are not addressed.

## Conclusion

This research posits that the branch campus model has the potential to significantly enhance access to higher education and foster social mobility in specific regional contexts, as evidenced by the results of a case study conducted at Campus 5 of Surabaya State University. Nevertheless, additional research is necessary to determine the extent to which these discoveries apply to other branch campuses in distinct regions or countries. This study introduces innovative concepts for how campuses might facilitate regional development through collaboration with local residents. Aligning campus and community objectives can enhance well-being and strengthen the local community.

## Acknowledgements

The author expresses gratitude to the Rector of Universitas Negeri Surabaya for his support and encouragement during this research. This research was financed by the Research and Community Service Institute (LPPM) of Universitas Negeri Surabaya. The Research and Community Service Institute (LPPM) of Universitas Negeri Surabaya funded this research under contract No: 317/UN38/HK/PP/2024 as part of the 2024 Domestic Collaboration Scheme.

## References

Arifin, M. H. (2017). The Role of Higher Education in Promoting Social Mobility in Indonesia. *European Journal of Multidisciplinary Studies*, *6*(1), 233. https://doi.org/10.26417/ejms.v6i1.p233-241

Clark, P. E. (2014). John Rawls: A Theory of Justice. In *Central Works of Philosophy v5* (pp. 86–107). Routledge. https://doi.org/10.4324/9781315712239-10

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

Crawford, N., & McKenzie, L. (2023). Localised learning: mobilising belonging among mature-aged students in low socio-economic status regional and remote areas. *Higher Education*, *85*(5), 1021–1040. https://doi.org/10.1007/s10734-022-00877-x

Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *Qualitative Report*, *23*(11). https://doi.org/10.46743/2160-3715/2018.3560

Gill, S. L. (2020). Qualitative Sampling Methods. *Journal of Human Lactation*, *36*(4), 579-581. https://doi.org/10.1177/0890334420949218

Hickey, R., & and Davies, D. (2024). The common factors underlying successful international branch campuses: towards a conceptual decision-making framework. *Globalisation, Societies and Education*, *22*(2), 364–378. https://doi.org/10.1080/14767724.2022.2037072

Johns, B., Thomas, D., Lundgren, L., Larson, L., & Cooper, C. (2021). Undergraduate Student Experiences with Citizen Science Highlight Potential to Broaden Scientific Engagement. *Citizen Science: Theory and Practice*, *6*(1), 1–14. https://doi.org/10.5334/CSTP.419

Jopinus. (2024). Bridging the Gap: Applying Rawls' Justice Principles in North Sumatra's Public Policies. *International Journal of Religion*, *5*(10), 1525–1535. https://doi.org/10.61707/xazr8602

Li, I. W., Jackson, D., & Koshy, P. (2024). Student's reported satisfaction at University: the role of personal characteristics and secondary school background. *Higher Education*, *89*(6), 1513-1531.*0123456789*. https://doi.org/10.1007/s10734-024-01286-y

Lisa, R., Maschandra, & Iskandar, R. (1967). Analisis Penelitian Kualitatif Model Miles dan Huberman. *Angewandte Chemie International Edition*, *6(11)*, *951–952*.

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, *7*(1). 23-48. https://doi.org/10.26458/jedep.v7i1.571

Molokova, E. (2021). Higher education as a sustainable development tool. *E3S Web of Conferences*, *291*, 05040. https://doi.org/10.1051/e3sconf/202129105040

Morgenshtern, M., & Schmid, J. (2022). Contextualized social work education in Canada: understanding educators' perspectives. *Social Work Education*, *41*(5), 890–906. https://doi.org/10.1080/02615479.2021.1900807

Narwana, K., & Gill, A. S. (2022). Employment of educated youth in rural Punjab: Amidst Stagnancy and (IM)Mobility. *South Asia Research*, *42*(1), 56–75. https://doi.org/10.1177/02627280211055989

Stek, P. E., & Park, H. W. (2024). The influence of international branch campuses on regional university research networks: the case of Greater Kuala Lumpur, Malaysia. *Higher Education*, *0123456789*. https://doi.org/10.1007/s10734-024-01374-z

E-ISSN: 2735-9891 DOI: https://doi.org/10.5281/zenodo.17826562

Stone, J. (2024). Shifting to the online environment: exploring virtual and in-person collaborations between community college libraries and writing centers. *The Journal of Academic Librarianship*, *50*(5), 102902. https://doi.org/https://doi.org/10.1016/j.acalib.2024.102902

Torche, F. (2021). Educational Mobility in the Developing World. In *Social Mobility in Developing Countries* (pp. 139–171). Oxford University PressOxford. https://doi.org/10.1093/oso/9780192896858.003.0007

Triana, A. Y., Supono, A., & Aini, A. N. (2023). *Integrating Islamic Values on Math Learning in Welcoming the Society 5.0: How It Works?* (pp. 203–211). https://doi.org/10.2991/978-2-38476-044-2_19

Walton, K. (2020). Role of campus community in open educational resources: the benefits of building a collaborative relationship with campus IT and distance education Departments. *Library Trends*, *69*(2), 395–418.

Wolfram, W. (2023). Addressing Linguistic Inequality in Higher Education: A Proactive Model. *Daedalus*, *152*(3), 36–51. https://doi.org/10.1162/daed_a_02016