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The Models of Indonesian Students to Study in Higher Education Institutions in China

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Abstract

Studying in China for educational purposes is one of the genuine aspects of China's higher education and an essential component of talent development via higher education. It is also an important factor in Chinese education overseas. With the opening of numerous areas and regions, education has become an important field and a point of entry for interactions between China and other nations owing to its unique qualities. This research seeks to identify the Models of the Role of the CNY Agency for Indonesian Students Enrolling in Chinese Higher Education Institutions. This research used the SEM (Structural Equation Model) approach using the SMART-PLS 3.0 analytic tool, which was proved on 201 respondents who are students studying in China through the CNY Agency's consultation. This research discovered that student motivation, personal relationship, discipline, and student satisfaction directly affect student performance and that student satisfaction mediates the effects of student motivation and discipline on student performance.

Keywords: Student Motivation, Personal Relationship, Discipline, Student Satisfaction, Student Performance

1. INTRODUCTION

The number of Chinese students studying abroad surpassed 600,000 mark for the first time in 2017. During the 40 years of reform and opening up, 5,194,900 people have studied abroad, and 1,454,100 are currently studying and researching abroad (Ministry of Education of the People's Republic of China, 2019). In 2017, the Chinese government sent 31,200 people to study abroad in 94 countries and enjoyed government scholarships. In 2020, China became the world's fourth and Asia's biggest study destination. The total number of international students studying in China exceeds 500,000 (Ka Ho Mok, 2020). Many Indonesian students recommended by CNY to study

in China also enjoy this scholarship. In 2021 as many as 546 Indonesian students had to postpone graduation due to the Covid-19 pandemic impact (Santosa, 2021)

CNY Agency/Consultancy is a consulting agency with its characteristics. It serves as a bridge between Chinese universities/colleges, Indonesian students, and their parents. CNY provides guiding, matching, registering and managing, following up, and problem-solving services. Their service covers before, during, and after students' study in China or a life-long service, not a one-shot service. Moreover, they also make sure all candidate students recruited by their relevant institutions and majors to study is CNY's target.

CNY also endeavor to guide candidate students to prepare and submit necessary documents which meet the requirement of different institutes respectively, and help arrange their medical checkups. Also, help process their no-criminal record, translate and notarize their application documents, and apply for appropriate visas to China.

CNY Agency/CNY Education Consultant was established in Jakarta Indonesia in April 2017. CNY is an abbreviation for Chinese New Year or China Yuan, which refers to China's currency. Its establishment aims to promote bilateral cooperation in education between Indonesia and China. The products/services offered by the institution follow the higher education process. CNY Agency has a role in helping prospective students determine the campus of their choice. In the past five years, CNY has successfully recommended 201 Indonesian students to different Chinese Universities and colleges. Some even were issued full scholarships. All majors in those Chinese universities are accessible, including medicine, Mandarin, business, economics, and engineering. The CNY agency was established in 2017 through notary Netty Maria Machdar which was legalized by the Ministry of Law and Human Rights on 11 August 1998. The mission of CNY is to send Indonesian students and scholars to pursue degree and non-degree programs with scholarships in China and vice versa. CNY hopes its activities will eventually promote people-to-people exchange and mutual understanding between the two countries. The beneficiaries of scholarship opportunities have also been granted admission to twelve state-owned public universities in China.

A preliminary survey of 50 students was undertaken to identify the factors influencing student success. Satisfaction and performance are crucial in modern higher education. This satisfaction also leads to student retention, attraction for new students, and positive word-of-mouth communication (Dhaqane & Afrah, 2016). The variables described previously were described in one research method: The Model of the CNY Agency Role for Indonesian Students to Study in Higher Education Institutions in China.

The role of the CNY Agency is highlighted and essential, especially to some students who have difficulties settling down or getting used to their lives in China. To facilitate their study and lives on campus, CNY help set up alumni and WeChat groups for information sharing. Direct and instant contact between Chinese teachers and Indonesian students' families outside China is almost impossible due to the language barrier and limited communication methods. The author chose the CNY agency as a model in this dissertation because the business CNY conducts is meaningful and unique and rarely draws attention from other researchers. The public can pay attention to the status quo between Indonesia and China regarding the people-to-people exchange and eventually promote the exchange better. The author is very familiar with the vision and mission of CNY, the strategy and tactics of the company, as well as daily operations. Studying in China for education is one of the essential contents of China's higher education and an important part of talent training through higher education. It is also an essential part of Chinese study-abroad education. With the opening up of various fields and regions, education, due to its characteristics, has become an important field and a breakthrough point for exchanges between

China and other countries. This study aims to determine the Models of the CNY Agency Role for Indonesian Students to Study in Higher Education Institutions in China

2. LITERATURE REVIEW

2.1. Student Motivation

The term "motivation" refers to the forces, both internal and external to a person, that inspire joy and persistence to perform a certain behavior (Filgona et al., 2020). The globalization of higher education results in the internationalization of institutions and students. International students are increasingly migrating abroad in search of education as well as other interests including employment opportunities, cultural and social experiences, and even migration (Park et al., 2017).

2.2. Personal Relationship

Personal relationship is a form of relationship closely linked to a person and which can only be important to that person. According to Tyler, Stevens-Morgan, and Brown-Wright (2016), personal relationships have the following dimensions: (1) Influence (Dominance Submission) and (2) Proximity (Opposition Cooperation). Regarding personal relationships and student satisfaction, several studies have been conducted by Bakadorova & Raufelder, 2018; Borishade et al., 2021; Lavy & Bocker, 2018; Le et al., 2021 and Tsai, 2017, where research results show that there is a positive and significant relationship between interpersonal relationships and student satisfaction.

2.3. Student Satisfaction

Evaluation of students' educational experiences, services, and facilities may result in a short-term attitude known as student satisfaction.

According to Dhaqane and Afrah (2016) student satisfaction is the most important competitive advantage and also contributes to student engagement, student attraction to new students, and positive word of mouth communication. Student satisfaction has become an important concern for universities. Fieger (2012) identified the following elements that increase academic satisfaction: (1) Teaching (2) Assessment (3) Generic Skills and Learning Experiences. A number of studies have been conducted on student motivation and student satisfaction (Aminu et al., 2022; Damaris et al., 2019; Goulimaris, 2015; Kryshko et al., 2022; Obiosa, 2020; Subandi & Hamid, 2021), where the research results confirms that student motivation has a significant positive effect on student satisfaction.

2.4. Student Performance

For learning environments including universities and colleges, predicting student performance is one of the most important topics as it helps develop effective processes that, among other things, improve academic achievement and minimize dropout.

Student performance refers to aptitude, success, or motivation to perform a task. Individual performance in achieving certain goals or objectives. Reubenson, Leo, and Gucciardi (2020) stated that there are three dimensions for analyzing student performance: (1) Intellectual Behavior (2) Interpersonal Behavior (3) Intrapersonal Behavior. Many previous researchers have been interested in the relationship between motivation and student performance (Almulla & Alamri, 2021; Anwar, 2019; Meece et al., 2006; Steinmayr et al., 2019; Thi & Nguyen, 2021).

There are 2 (two) elements that influence student performance, including the following: (1) Internal factors originating from within the student himself, is the first element that has an impact

on student performance. The student's physiological or physical health, interest in learning, level of intelligence or intelligence, drive to learn, abilities, and interests are among the internal elements. (2) External factors are factors that have an impact on student performance but are not related to the students themselves. The school curriculum, teaching strategies, ways of enforcing discipline, teaching and learning facilities, student grouping systems, social systems common in the school environment, and interactions between teachers, staff and students are types of external variables.

3. RESEARCH METHOD

This study uses a quantitative approach that emphasizes the analysis of numerical data processed by statistical methods. Quantitative Research is a type of Research that produces findings that can be achieved (obtained) using statistical procedures or other means of quantification (measurement). Quantitative Research is an objective research approach that includes the collection and analysis of quantitative data and uses statistical testing methods. Quantitative methods are the use of data in the form of numbers that are generally collected through structured questions (Sekaran & Bougie, 2016).
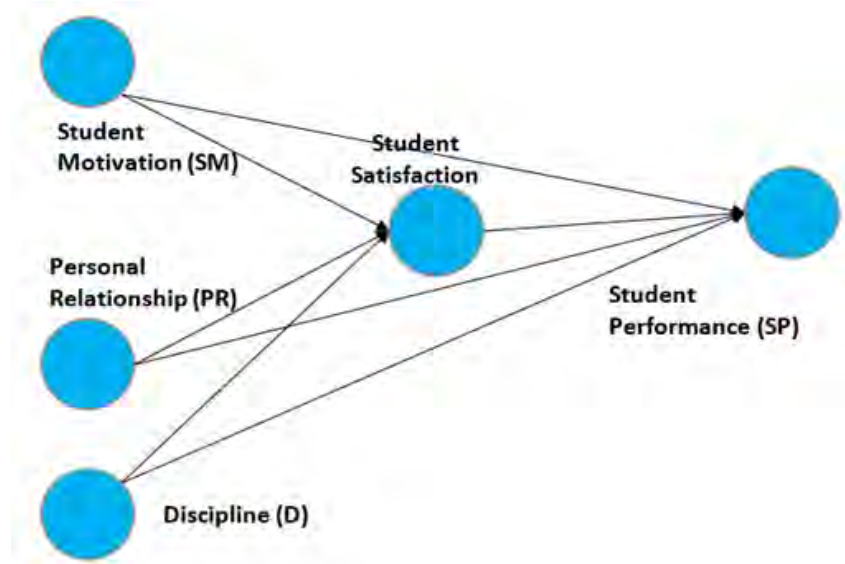

Figure 3.1. Conseptual Models

Population and Sample

A population is a group of several people, events or specific characteristics that make a researcher want to examine it deeper (Sekaran & Bougie, 2016). The population of this study are Indonesian degree students sent to study in China from 2017-2021 by CNY Education Consultant organization/CNY Agency; as many as 201 students became respondents. The sample is a part of the population to be studied that can represent all existing populations.

Measurement

A variable is anything that can distinguish or bring variation to a value. Values can be different at various times for the same object or person or at the same time for different objects or people (Sekaran & Bougie, 2016). There are five variables in this study consisting of three independent variables, one mediator/mediating variable and one dependent variable, which are shown in Table

Table 1. Research Variables and Dimensions

Variables	Dimensions	
SM Student Motivation	SM1	Academic & Education Quality
	SM2	Work
	SM3	Career & Migration
	SM4	Pleasure & Experience
PR PersonalRelationship	PR1	Influence (Dominance-Submission)
	PR2	Proximity (Opposition-Cooperation)
D Discipline	D1	Focus
	D2	Intention
	D3	Responsibility
	D4	Structure
	D5	Time
SS Student Satisfaction	SS1	Teaching
	SS2	Assessment
	SS3	Generic skills and learning experiences
SP Student Performance	SP1	Intellectual behavior
	SP2	Interpersonal behavior
	SP3	Intrapersonal behavior

Source: Research Data (2023)

Data Collection and Analysis

The type of data used is primary data from the CNY Education Consultant organization, which was obtained during the research. Data collection methods in this study will use several methods: questionnaires and literature study. The data analysis technique in this study used Partial Least Square (PLS). PLS is a Structural Equation Modelling (SEM) equation model with an approach based on variance or component-based structural equation modelling.

SEM has a higher degree of flexibility in research that connects theory and data and can perform path analysis with latent variables, so it is often used by researchers who focus on social sciences. Partial Least Square (PLS is a relatively analytical solid method because it is not based on many assumptions. The data also does not have to have a multivariate normal distribution (indicators with categorical, ordinal, interval to ratio scales can be used in the same model), and the sample does not have to be significant

4. RESULTS

4.1. Data Analysis Results

Outer Model Evaluation

a. Convergent Validity

Convergent validity testing of each construct indicator. According to Chin in Ghozali and Latan (2015), an indicator is said to be valid if its value is more significant than 0.70, while a loading factor of 0.50 to 0.60 can be considered sufficient. Based on this criterion, if there is a loading factor below 0.50, it will be dropped from the model.

Table 2. Convergent Validity Test Result

Variable		Indicator	Outer Loading	Description
Student Motivation	1	SM1-1	0.903	VALID
	2	SM1-2	0.886	VALID
	3	SM1-3	0.888	VALID
	4	SM2-1	0.912	VALID
	5	SM2-2	0.777	VALID
	6	SM2-3	0.856	VALID
	7	SM2-4	0.845	VALID
	8	SM3-1	0.866	VALID
	9	SM3-2	0.759	VALID
	10	SM3-3	0.830	VALID
	11	SM4-1	0.846	VALID
	12	SM4-2	0.862	VALID
	13	SM4-3	0.813	VALID
	14	SM4-4	0.898	VALID
Personal Relationship	1	PR1-1	0.834	VALID
	2	PR1-2	0.825	VALID
	3	PR1-3	0.710	VALID
	4	PR1-4	0.560	VALID
	5	PR1-5	0.785	VALID
	6	PR1-6	0.657	VALID
	7	PR1-7	0.566	VALID
	8	PR2-1	0.753	VALID
	9	PR2-2	0.804	VALID
	10	PR2-3	0.772	VALID
	11	PR2-4	0.659	VALID
	12	PR2-5	0.710	VALID
Discipline	1	D1-1	0.808	VALID
	2	D1-2	0.800	VALID
	3	D1-3	0.761	VALID
	4	D1-4	0.721	VALID

Source: Data Processing Results (2022)

b. Average Variance Extracted (AVE)

Table 3. Average Variance Extracted

Variable	AVE
Student Motivation (X1)	0.729
Personal Relationship (X2)	0.517
Discipline (X3)	0.510
Student Satisfaction (Y)	0.703
Student Performance (Z)	0.603

Source: Data processing results (2022)

A good model is needed to assess the validity of a construct by looking at the AVE value if the AVE of each construct is more significant than 0.50 (Ghozali, 2014). The results of the Average Variance Extracted (AVE) test show that all constructs have the potential for reliability to be

tested further. This is because the AVE value in the whole construct has been greater than 0.50 as follows:

a) The Student Motivation variable has an AVE value 0.729 which is greater than 0.50, which means it has a good AVE value.

b) The Personal Relationship variable has an AVE value of 0.517 which is greater than 0.50 which means it has a good AVE value.

c) The Discipline variable has an AVE value of 0.510 which is greater than 0.50 which means it has a fairly good AVE value.

d) The Student Satisfaction variable has an AVE value 0.703 which is greater than 0.50, which means it has good AVE value.

e) The Student Performance variable has an AVE value 0.603 which is greater than 0.50, which means it has good AVE value.

c.Discriminant Validity

Based on table above it can be seen that the value of the square root average variance extracted (√) is 1,000. These values are greater than the correlation of each construct compared to the other constructs.

Based on the value of the square root average variance extracted (√) above, the constructs in the estimated model have met the discriminant validity criteria.

Table 4 Discriminant Validity

Variable	Discipline	Student Performance	Personal Relationship	Student Motivation	Student Satisfaction
Discipline	0.869				
Student Performance	0.777	0.806			
Personal Relationship	0.714	0.674	0.919		
Student Motivation	0.846	0.687	0.854	0.914	
Student Satisfaction	0.787	0.727	0.533	0.490	0.839

Source: Data processing results (2022)

d. Reliability

Table 5. Reliability

Variable	Cronbach's Alpha	Composite Reliability
Student Motivation (X1)	0.971	0.974
Personal Relationship (X2)	0.913	0.926
Discipline (X3)	0.936	0.943
Student Satisfaction (Y)	0.957	0.963
Student Performance (Z)	0.938	0.947

Source: data processing results (2022)

The Composite Reliability and Cronbach's Alpha indicators were utilized in the reliability

analysis. Composite Reliability and Cronbach's Alpha testing aims to examine the instrument's dependability in a research model. Alternatively, measure internal consistency, and the value must be above 0.60. For example, suppose all latent variable values have Composite Reliability and Cronbach's Alpha of 0.70. In that case, the construct has good reliability, and the questionnaire used as a tool in this study is reliable or consistent.

The reliability test results of the Student Motivation variable obtained Cronbach's alpha value of 0.941 and composite reliability of 0.974, which is greater than (>) 0.7, which means it has a good reliability construct value. The reliability test results of the Personal Relationship variable obtained Cronbach's alpha value of 0.913 and composite reliability of 0.926, which is greater than (>) 0.7, which means it has a good reliability construct value. The reliability test results of the Discipline variable obtained Cronbach's alpha value of 0.936 and composite reliability of 0.943, which is greater than (>) 0.7, which means it has a good reliability construct value.

The reliability test results of the Student Satisfaction variable obtained Cronbach's alpha value of 0.957 and composite reliability of 0.963, which is greater than (>) 0.7, which means it has a good reliability construct value. The reliability test results of the Student Performance variable obtained Cronbach's alpha value of 0.938 and composite reliability of 0.947, which is greater than (>) 0.7, which means it has a good reliability construct value.

The results of the composite reliability test and Cronbach's alpha in this study showed a fair value; all latent variables were reliable because all latent variable values had composite reliability and Cronbach's alpha of 0.70. So the questionnaire used as a research tool has been reliable and consistent.

Inner Model Evaluation

a. R Square

Table 6. R-Square

Variable	R-Square
Student Satisfaction	0.735
Student Performance	0.676

Source: data processing results (2022)

According to the R-Square Adjusted test findings, the R-Square adjusted value for student satisfaction is 0.735. It suggests that the environment influences 73.5% of student happiness (Student Motivation, Personal relationship, Discipline). Furthermore, the remaining 26.5% is impacted by variables beyond the scope of this research. According to the R-Square Adjusted test results, the R-Square adjusted value on student performance is 0.676. It suggests that the environment influences 67.6% of student achievement (Student Motivation, Personal relationship, Discipline, and Satisfaction). Furthermore, the remaining 32.4% is impacted by variables beyond the scope of this research.

b. Predictive Relevance

Table 7. Q-Square

Variable	Q-Square
Student Satisfaction	0.479
Student Performance	0.372

Source: data processing results (2022)

The correlation of relevance (Q²) is sure to test the Goodness of the Fit Structural model on the inner model. A Q-square value larger than zero (zero) implies that the model is predictive. This approach considers the predictive importance of student satisfaction indicators with a value of 0.479>0. Furthermore, the findings of this computation take into account the predictive importance of student performance indicators of 0.372>0. Consequently, it may be sure that the model's predicted values are plausible.

4.2. Hypothesis Testing

The estimated value for the path relationship in the structural model must be significant. The bootstrap procedure can obtain this significant value. It identifies the significance of the hypothesis by looking at the parameter coefficient values and the T-statistical significance value in the bootstrap algorithm report. The T-Table at alpha 0.05 (5%) = 1.96 can be utilized to determine whether it is significant, and then, T-Tables are evaluated to T-counts (T-statistics).

Table 8. Hypothesis Testing with Bootstrapping Process

| Variable	Original Sample	Sample Mean	Standard Deviation	T-Statistic	P Value
SM→SS	0.427	0.403	0.163	2.618	0.009
PR→SS	0.305	0.281	0.169	1.982	0.035
D→SS	1.414	1.372	0.167	8.464	0.000
SM→SP	0.301	0.332	0.176	2.715	0.007
PR→SP	0.126	0.133	0.161	2.780	0.005
D→SP	0.399	0.372	0.176	2.263	0.024
SS→SP	0.333	0.331	0.138	2.413	0.016
SM→SS→SP	0.142	0.135	0.072	1.969	0.050
PR→SS→SP	0.102	0.390	0.069	1.966	0.043
D→SS→SP	0.417	0.466	0.189	2.494	0.013

Source: data processing results (2022)
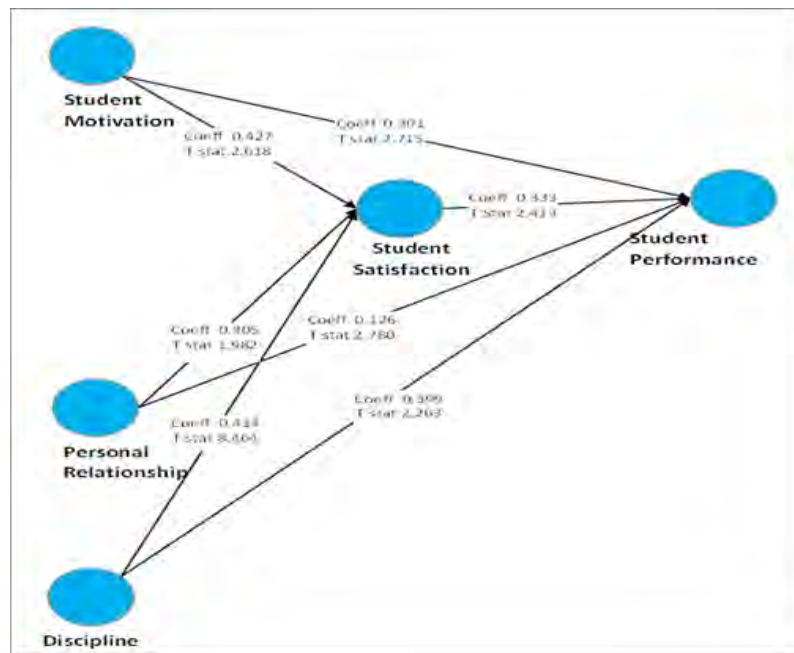
Figure 3.2 Path Coefficient and T Statistic

Based on the table and figure above, it can be seen that the results of hypothesis testing are as follows: The results of the hypothesis test for the student motivation variable obtained the original sample value of 0.427, the T statistic value of 2.618, which was more significant than 1.96 and the P Values of 0.009 greater than 0.05, which means that student motivation has a positive and significant direct effect on student satisfaction. The hypothesis test results for the personal relationship variable obtained the original sample value of 0.305, the T statistic value of 1.982 greater than 1.96 and the P Values of 0.035 greater than 0.05, which means that personal relationship has a positive and significant direct effect on student satisfaction. The results of the hypothesis test for the discipline variable obtained the original sample value of 1,414, the T statistic value of 8,464, which was more significant than 1.96 and the P Values of 0.000 greater than 0.05, which means that Discipline has a positive and significant direct effect on student satisfaction.

The hypothesis test results for the student motivation variable obtained the original sample value of 0.301, the T statistic value of 2.715 greater than 1.96 and P Values of 0.007 greater than 0.05, which means that student motivation has a positive and significant direct effect on student performance. The hypothesis test results for the personal relationship variable obtained the original sample value of 0.126, the T statistic value of 2.780 greater than 1.96 and P Values of 0.005 greater than 0.05, which means that personal relationship has a positive and significant direct effect on student performance. The hypothesis test results for the discipline variable obtained the original sample value of 0.399, the T statistic value of 2.263 greater than 1.96 and the P Values of 0.024 greater than 0.05, which means that Discipline has a positive and significant direct effect on student performance.

The hypothesis test results for the student satisfaction variable obtained the original sample value of 0.333, the T statistic value of 2,413 greater than 1.96 and the P Values of 0.016 greater than 0.05, which means that student satisfaction has a positive and significant direct effect on student performance.

The hypothesis test results for the student motivation variable obtained the original sample value of 0.142, the T statistic value of 1.969 greater than 1.96 and the P Values of 0.050 greater than 0.05, which means that student motivation has a positive and significant indirect effect through student satisfaction on student performance.

The hypothesis test results for the personal relationship variable obtained the original sample value of 0.102, the T statistic value of 1.966 greater than 1.96 and P Values of 0.043 greater than 0.05, which means that personal relationship has a positive and significant indirect effect on student satisfaction. The hypothesis test results for the discipline variable obtained the original sample value of 0.417, the T statistic value of 2,494 greater than 1.96 and P Values of 0.013 greater than 0.05, which means that Discipline has a positive and significant indirect effect on student satisfaction.

5. DISCUSSION and CONCLUSION

a. Discussion

To clarify the results that have been obtained based on the results of multiple linear regression analysis and hypothesis testing results, the following data analysis results can be tabulated as follows:

Table 9. Analysis Overview

No.	Variable	Directly /Indirect	Research result
1.	Student Motivation → Student Satisfaction	Directly	Significant positive
2.	Personal Relationship → Student Satisfaction	Directly	Significant positive
3.	Discipline → Student Satisfaction	Directly	Significant positive
4.	Student Motivation → Student Performance	Directly	Significant positive
5.	Personal Relationship → Student Performance	Directly	Significant positive
6.	Discipline → Student Performance	Directly	Significant positive
7.	Student Satisfaction → Student Performance	Directly	Significant positive
8.	Student Motivation → Student Satisfaction → Student Performance	Indirectly	Significant positive
9.	Personal Relationship → Student Satisfaction → Student Performance	Indirectly	Significant positive
10.	Discipline → Student Satisfaction → Student Performance	Indirectly	Significant positive

Based on table 3.9, student motivation has a direct and significant positive effect on student satisfaction at CNY Agency. It shows that there is student motivation provided by the CNY Agency so that it can increase student satisfaction.

Students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities.

Earlier it was measured by common satisfaction frameworks, but later higher education specify satisfaction models were developed (Weerasinghe & Fernando, 2017). Students' satisfaction is a short-term attitude resulting from an evaluation of a student's educational experiences. The high motivation that students have will also increase their satisfaction. It is supported by the results of research conducted by several authors (Ahn et al., 2021; Aminu et al., 2022; Yilmaz, 2017); thus, student motivation will affect student satisfaction

Based on table 3.9, personal relationship directly and significantly positively affect student satisfaction at CNY Agency. It shows the establishment of an excellent personal relationship to increase student satisfaction. Furthermore, this reveals that personal relationship have a significant meaning, which refers to student satisfaction as a short-term attitude resulting from evaluating students' educational experiences (Weerasinghe & Fernando, 2017). Thus, the better a person's relationships will increase their satisfaction. It is supported by another author (Bell, 2021); thus, a person's good personal relationship will affect student satisfaction (Y).

Based 0n table 3.9, Discipline has a direct and significant positive effect on student performance at the CNY Agency. It shows the high level of Discipline to increase student satisfaction. Discipline is also the awareness and willingness of a person to obey all laws and social norms in force. Student discipline can be seen from the responsibility, attitude, behaviour and action of a student in compliance with all forms of regulation as long as they study at the school. Providing better services and managing student satisfaction are among the top priorities for the university.

Many demonstrations occur because of the low quality of service in universities and student satisfaction (Martono et al., 2020).

With disciplined students, their motivation will increase; this is supported by the results of research conducted by previous authors (Andronicus, 2020; Buckman & Pittman, 2021); thus, Discipline will affect student satisfaction

Based on table 3.9, student motivation has a direct and significant positive effect on student performance at the CNY Agency. It shows that the high student motivation provided by the CNY Agency has resulted in good Student Performance. Indonesian students motivated to continue their higher education on scholarships from the Chinese government expect satisfaction if the opportunity to study in China can be realized. According to research conducted in China (K. H. Tan et al., 2021), it was found that Student Motivation (X1) had a significant effect on Student Performance (Z). Thus, this study hypothesizes that student motivation (X1) significantly affects Student Performance (Z). It is supported by previous authors' results (Miao et al., 2019; Sulistyanto et al., 2021; K. H. Tan et al., 2021); thus, a discipline will affect student satisfaction.

Based on table 13, the personal relationship has a direct and significant positive effect on student performance at CNY Agency. It shows that establishing a good personal relationship that leads to good Student Performance is also good. Performance can be interpreted as an achievement, showing activity or deed and carrying out the tasks that have been charged.

Student performance relates to feelings of pleasure or disappointment that arise from comparing their perceived performance of the product (or outcome) against their expectations influenced by Personal relationship. This study hypothesizes that Personal Relationship (X2) significantly affects Student Satisfaction (Z). It is supported by the results of research conducted in Vietnam (Tran et al., 2018) that a personal relationship will affect student satisfaction.

Based on table 3.9, Discipline has a direct and significant positive effect on student performance at the CNY Agency. It illustrates that a high level of Discipline can lead to good Student Performance. Discipline at school plays a vital role in achieving expectations and goals. It also plays a vital role in acquiring a sense of responsibility in learners and educators (Nyabuto & Njoroge, 2014). Therefore, if students have a high level of Discipline and are organized, their performance will also increase. In this study, it is hypothesized that Terms and Requirements (X3) have a significant effect on Student Satisfaction (Z). It is supported by the results of research conducted by previous authors (Bichage, 2013; Hanifah & Kamilah, 2019; Innocent & Andala, 2021; Sulistyanto et al., 2021); thus, Discipline will affect Student Performance.

According to table 3.9, student satisfaction has a direct and significant positive effect on student performance at the CNY Agency. It shows that there is student satisfaction provided by the CNY Agency, resulting in good Student Performance. During the learning process passed by a student concerned, there have been various interactions to get the information needed. Therefore, student Satisfaction (Y) will be able to affect Student Performance (Z). Thus, this study hypothesizes that the Student Satisfaction (Y) variable significantly affects Student Performance (Z).

It is supported by the results of research conducted by previous authors (Chitkushev et al., 2014; Loton et al., 2020); thus, a discipline will affect student satisfaction. Based on table 13, personal relationship have a significant positive indirect effect through student satisfaction on student performance at the CNY Agency. It demonstrates that good personal relationship can increase student satisfaction, leading to good Student Performance. Based on table 13, personal relationship have a significant positive indirect effect through student satisfaction on student performance at the CNY Agency. It shows that a good level of Discipline can increase student satisfaction which will lead to good Student Performance.

b. Conslusion

This study discusses The Models of the CNY Agency Role for Indonesian Students in Study Higher Education Institutions in China. The analytical method used is SEM (Structural Equation Modelling) with the help of an analytical tool called Smart PLS 3.0. From the analysis and discussion in the previous chapter, conclusions can be illustrated, and Student Motivation was found to have a direct and significant positive effect on Student Satisfaction. The personal relationship factor is a factor that can increase student satisfaction at CNY Agency. It proves that student satisfaction mediates between personal relationship and student performance. Discipline has a positive and significant influence on student satisfaction and Student Performance. Based on the research conducted, it is known that several managerial implications can be conducted by company management, namely: To optimize student performance, the CNY Agency needs to improve its managerial skills, including conceptual skills, understanding and operating organizations, interpersonal relationship skills, and technical skills such as using knowledge, methods, techniques, and equipment to complete tasks. The agency's managerial skills affect improving student performance.

Deciding where to study requires encouragement and motivation. CNY Agency can help students get motivated to determine the best place to study. It must provide detailed information with a clear picture to increase student motivation. Motivation can come from outside the student or from within the student lecturers, and students have very different personalities, styles, expectations, and perspectives on learning. Each lecturer displays certain behaviours, which differ from his peers, and students may or may not appreciate it.

Some lecturers specifically like or dislike the behaviour of some students. Maintaining a good personal relationship between students and lecturers is essential. Disciplines are frequently utilized to describe specialized fields of knowledge, study, and education. Discipline is the process of educating or training others. It is strongly intertwined with the training process undertaken by individuals who supply direction and guidance in instructional activities.

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