STUDENT PERCEPTION ON ENHANCING LEARNING MOTIVATION VIA GUEST LECTURES IN THE ENGLISH LANGUAGE EDUCATION DEPARTMENT

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ABSTRACT

The growing intricacy of cognitive processes as learning advances underscores the need of fostering human capacity through education. However, educational interventions, particularly in the realms of emotions and spirituality, have yet to reach their ideal level, particularly within the framework of online learning. The reliance on technology, namely the use of Chat GPT (Siswadi, 2023), has diminished students' motivation to learn. Therefore, it is necessary to use other approaches, such as guest lectures, to bring fresh perspectives and enhance students' drive to engage in independent learning. The study investigates student perspectives on enhancing learning motivation through guest lectures in the Department of English Language Education. The objective is to offer fresh perspectives on enhancing the quality of education in the major. The analysis process utilizes Keller's ASCR technique. Data gathering strategies encompass the distribution of surveys subsequent to guest lectures, employing modified questions derived from prior research. Research findings indicate that instructors have a significant impact on cultivating students' focus, connection, and self-assurance. The students expressed contentment with the guest lectures and anticipated a higher frequency of similar activities. In summary, this study demonstrates that students hold a favorable view of initiatives aimed at enhancing learning motivation through guest lectures at the Department of English Language Education.

Keywords: Petception; Enhancing Learning Motivation; Guest Lectures

INTRODUCTION

Indeed, humans possess a multitude of inherent potential. In order to enhance the quality of human life, it is imperative to exploit these potentials. This highlights the necessity for humans to make a deliberate effort to maximize their potential. (Siswadi, 2023) asserts that education is essential for the whole realization of human potential. This perspective aligns with the notion of man as homo educandum, which posits that education is a fundamental requirement for every individual. Yusuf T. (2022) asserted that education is essential for human beings as it enables the complete realization of cultural legacy and development potential. Education is crucial as it enables individuals to recognize their unique abilities and their significance in the world. Therefore, it is anticipated that man will possess the ability to maintain his survival.

The essence of learning is inherently valuable for the aim of human development, hence necessitating a meticulous approach to studying. The

reversal of this point indicates that the intricacy of human cognition is growing due to the process of learning. This proposition cannot be dismissed due to the diverse range of objectives and requirements that must be accomplished by individuals themselves, resulting in an increasingly diverse range of learning goals. According to Joseph T. (2022: 21), the growth of learning is closely connected to the social needs that surround it. This is because it has a significant impact on the way individuals think, act, and learn.

The impact of social elements on human beings and their learning processes continues to be relevant in today's environment, where learning is focused on practical demands. According to Michael J. (2002: 3), this decade of change in human thought and action consistently progressed towards a revolutionary phase characterized by a more efficient life-access orientation. Technological and informational advancements will lead to a shift in society's perspective. This possibility cannot be dismissed, as it could be the consequence of the advancement of scientific knowledge resulting from human learning. The phenomenon of globalization has had a profound impact on the fundamental ideas and principles of curriculum, leading to a rapid advancement in the development of educational technologies and an improvement in students' academic achievements. The source cited is Beijard (2005) on page 14.

The curriculum must be modified due to the adaptable nature of scientific and technological advancements in response to the evolving times (Sanam, et al., 2022). The notion of curricula is influenced by technological advancements, which is evident in the rapid creation of learning technologies. This shift in the paradigm of learning, particularly in formal education, is a result of the acceleration of technological progress. Education is not limited to traditional settings such as classrooms, laboratories, or libraries; it can occur in any location. However, in the present day, education can take place in any location, including Indonesia, where it can be conducted online or through virtual courses, either synchronously or asynchronously. Today's dynamic learning paradigm empowers individuals to cultivate their abilities, fulfill their wants, and shape their personalities in response to the phenomena and dynamics in their respective fields (Tohir, 2020).

The implementation of educational intervention, also referred to as educative action, appears to have taken place in an inconsistent manner. Koesoemo (2023: 67-68) cites Aristotle's view that minimal interference should be made in the realms of practice and production in education. Through field observations of the current online learning process, it has been shown that effective interventions can be made in the production sector to enhance the physical or tangible manifestation of values. Internalization refers to the assimilation of consciously known values as a result of human reflection, or as emotional and spiritual capacities. Based on the author's observations, there is currently a noticeable discrepancy between two areas that can be addressed through education. Interventions targeting emotional and spiritual talents, which educators currently struggle to address, are necessary alongside the assessment of online learning processes, which may negatively impact an individual's intellectual capabilities.

The sentence above indicates a disparity between the progress of technology and the willingness of humans to embrace these advancements, particularly in the field of education. The perspective is that "education is capable of addressing the developmental challenges that necessitate individuals with creative abilities" is limited to fulfilling just the tangible aspects. Put simply, the purpose of education is solely to ensure that individuals are able to effectively contribute to the workforce in the subject of economics. It is inconceivable to have the perspective that school is merely a "social poison." Therefore, education serves solely as a method to generate financial gain.

The aforementioned criteria indicate that learning or education is merely a commodity. Humans pursue education mostly for pragmatic goals,

specifically to enhance their prospects of securing employment and earning pay. (Sudiarja, 2007). Integrating education in order to achieve a satisfactory quality of life should not be regarded as an error, but rather as a practical application that the author has observed to be prone to misunderstandings. Education is primarily pursued as a means of social validation, enabling individuals to enhance their employability and improve their economic standing. If this attitude is allowed to thrive, it would undoubtedly undermine the essence of education, which encompasses not just acquiring knowledge for economic purposes but also for the development and enrichment of one's inner self.

The aforementioned phenomena exhibit consistency when they are correlated with the findings of the author's observations on the curriculum and learning courses at the English language education department of UHN I Gusti Bagus Sugriwa Denpasar. Many students choose to attend college while simultaneously working in order to support their necessities. It is unquestionably acceptable and regarded as valid in college. The issue stemmed from observations that a significant number of students were ultimately incapable of effectively allocating their attention to the decision at hand. This indicates that the pupil is unable to completely comprehend and embrace the provided subject. The students' incapacity to effectively access educational resources will not pose a significant and justifiable issue. Furthermore, in today's era, numerous media platforms are available to cater to the learning demands of students, one of which is Chat GPT.

Nevertheless, interview findings indicate that students currently consider artificial intelligence, namely Chat GPT, to be an integral component of their learning. It influences the development of addiction and a lack of confidence in one's capacity to control it. The discovery that the loss in student learning motivation was caused by the divided concentration and complexity of technology has raised an intriguing topic. This is evidenced by the findings of surveys conducted in the field, which demonstrate a poor level of literacy among students. Furthermore, economic activities have been observed in the implementation of tasks carried out by students. According to (Siswadi, 2023), capitalism has interconnected education and money, with education being influenced by money and money being influenced by education.

The ongoing situation is highly concerning, necessitating the implementation of steps to enhance students' comprehension of instruction. Aligned with the principles of the Merdeka Curriculum, it is necessary to have a charismatic individual at the center of the classroom who may offer pupils a fresh outlook, such as by guest speaking. The purpose of this activity is to introduce influential individuals, professionals, and particularly young individuals who can provide ideas that align with the essence of education and foster student enthusiasm in the school. The guest school, centered around the theme "Beyond a Degree: College as a Path to Personal Growth," aims to inspire and enhance students' motivation to learn, while also helping them develop a clear understanding of key concepts, enabling them to become independent learners. According to Meylan Saleh's idea in Isma et al. (2022:136), independent learning refers to the process of learning that occurs without any form of coercion, allowing pupils the freedom to explore and innovate in order to realize their full potential. The author's focus is on exploring the "Student's perception of enhancing learning motivation through guest lectures at the Department of English Language Education. This article aims to examine the extent to which students respond to activities designed to enhance their motivation for learning. Therefore, it is anticipated that instructors would be able to gain a comprehensive understanding of the efficacy of these activities.

This paper will utilize the theory of motivation to aid in its analysis. Keller's motivation design process allows for the observation of motivation in a systematic and progressive manner. Keller's motivating technique is commonly known as ARCS (Attention, Relevance, Confidence, Satisfaction

model). Once students' attention is captured, it is crucial to align lessons with their individual objectives and requirements. Students have faith in the learning process and experience contentment when acquiring new knowledge, which motivates them to persist in their pursuit of learning. Establishing an educational setting that fosters and ignites curiosity allows learners to capture and sustain their focus. While the initial stages of classes are typically straightforward, capturing and maintaining attention can be a challenge. According to Keller and Suzuki (2004), capturing student attention can be accomplished through a diverse range of presentations. Possible instructional methods encompass demonstrations, multimedia presentations, small group discussions, classroom debates, and modifying textual content, diagrams, or visuals within the course.

METHODS

The data gathering in these researchers is associated with the distribution of surveys following guest talks. The questionnaire utilized in this study is a modified version of the survey developed by Kurniawan and Fadloli (2016) titled "The Perceptions of Students in the Educational Programme for Primary School Teachers at Open University Regarding the Significance of Motivation for Learning in Tutorial Activities." The survey was issued to students enrolled in the English Language Education Department at UHN I Gusti Bagus Sugriwa Denpasar who participated in guest lectures for subject of curriculum and learning courses. In addition, the research is further bolstered by the inclusion of observations, interviews, library studies, and documents, which provide more substantiated facts. Observations are conducted during the lecture process to identify initial symptoms or issues that arise in the field, while interviews are conducted during guest lectures to delve deeper into their perspective on learning motivation. Literary and documentary analysis are employed to enhance data validity by identifying and utilizing relevant reference sources that align with the study objectives.

RESULTS AND DISCUSSION

A guest lecture is a presentation given by a guest speaker who is typically an expert, practitioner, or authoritative figure. It serves as a chance to enhance the knowledge of both staff and students through a range of methods, including talks on various topics. This activity can be delivered in the form of lectures or debates, with the aim of enhancing the scientific understanding of both students and lecturers. The guest lectures aim to improve and refine the students' skills by discussing relevant themes. Hence, the English Education program at the Faculty of Dharma Acarya UHN I Guru Bagus Sugriwa organized a comprehensive presentation on the topic "The Importance of Learning Beyond Obtaining a Degree" as part of the Curriculum and Learning course. The theme is considered highly relevant to the current reality in the area. The general lecture is designed to inspire students to learn and understand that as future educators, they must possess a strong commitment to continuous learning. The ability of an educator to deliver knowledge in line with current advancements is essential in the profession, as they serve as a strong foundation of scientific understanding. Therefore, a student who is identified as a potential educator should have recognized from the outset that as an instructor, they must always be ready for alterations. The guest lectures include a young scholar who has excelled academically and is also a social activist in the field of education. The purpose of challenging such a concept, in essence, is to foster pupils' enthusiasm to study. Within this study, student learning motivation refers to a psychological state that fosters students' voluntary and enthusiastic engagement in their studies, without feeling forced. It also encompasses their inclination to avoid situations that hinder their independent development of self-potential, so enabling them to grasp the fundamental importance of lifelong learning.

The concept of motivation to learn is aligned with the idea of learning freedom, which provides individuals with the freedom, opportunities, and challenges to develop their abilities, needs, creativity, personality, innovation, and independence in acquiring knowledge based on phenomena and dynamics (Tohir dalam Yunus, 2022: 9). This concept suggests that learning is not constrained by physical location or certain time periods. However, the challenge is in determining the level of motivation that students have to engage in independent learning. ARCS learning is an instructional approach that use the ARCS motivation enhancement model to address issues with student motivation in learning. It aims to create learning settings that foster and sustain student drive to learn (Keller, 1987). Students' motivation to learn can be enhanced by cultivating a sense of happiness during their study sessions. This will facilitate their comprehension of the material. In order to enhance, sustain, and amplify students' inclination to acquire knowledge, educators might endeavor to incorporate the notion of motivation into their instructional approaches. The ARCS model is derived from multiple ideas and notions of motivation, and can be utilized in the process of learning. This learning model was built based on the expectancy value theory. The idea was expanded to include four components: attention, relevance, confidence, and satisfaction, which were derived from the original components of value and expectance. The author endeavored to examine the student's view of enhancing their motivation in learning through guest lectures by administering a questionnaire that pertained to the four components. The author utilized adapted questionnaires from Afif Kurniawan and Fadloli's (2016) research. The quiz results can be presented as follows, based on the distributed quiz to the students.
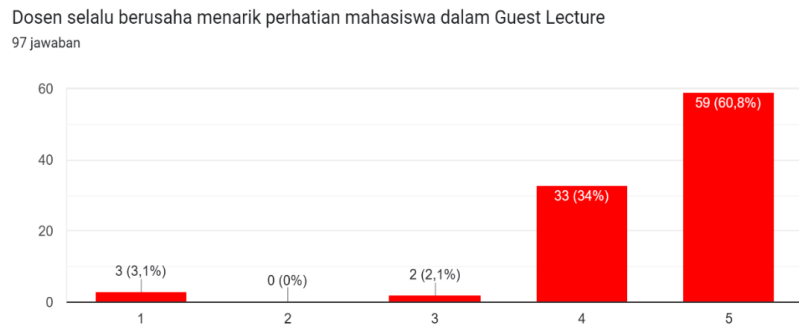
A. Attention

Students must maintain a concentrated and prolonged focus on their learning tasks. Attention is a cognitive process in which a stimulus or a sequence of stimuli becomes prominent in consciousness while other stimuli diminish in significance. The time is 2000 hours and 52 minutes. The focus here is not just on how the learner directs their attention towards the learning material, but also on how to cultivate the student's own curiosity. Attention refers to the act of focusing one's mental energy and concentration on a certain subject or task. It can also encompass a temporary and intense interest or a feeling of being drawn towards the topic being studied. Experiencing a sense of contentment regarding acquired knowledge will increase students' comprehension of the learning process. The reason is that there is a higher level of focus on a thing. According to Masibuan (2020: 80), pupils who feel happy while learning are more likely to be focused and motivated during the learning process. The learning difficulties of this pupil can be attributed to two primary factors: external and internal. External factors originate from sources outside the learner, whilst internal factors stem from within the student. As stated by Ahmadi (2005: 55), internal factors refer to the inherent characteristics of the student, such as their sociological and psychological situations, which vary from one child to another. Internal factors encompass environmental input factors, which consist of both the natural environment and social environment, as well as instrumental input factors such as curricula, programmes/teaching materials, facilities, and teaching personnel.

Attention is anticipated to stimulate interest, which refers to an individual's inclination to feel engaged in a certain lesson or subject of a particular language, derive satisfaction from acquiring new knowledge, and have a constructive impact on the subsequent educational process. Students' motivation to learn can be enhanced by presenting them with engaging and challenging content (Keller, as cited in Kurniawan and Fadloli, 2016). The Guest Lecture, titled "College is not solely about obtaining degrees," aims to inspire students to engage in learning. The essence of curricular courses and learning is to cultivate the understanding that a teacher must have a lifelong

commitment to learning. This topic is highly relevant to students, and it is anticipated that it will enhance their motivation to learn both during and after hearing this guest lecture. The data received from the questionnaire distributed to students regarding their perception of how the lecturer and guest lecturer engage students is as follows.

Table 1. Students' perceptions of guest lectures are able to attract students' attention

Dosen selalu berusaha menarik perhatian mahasiswa dalam Guest Lecture
97 jawaban

Based on the diagram provided, it can be inferred that the lecturer made efforts to capture the students' attention during the lecture. Out of the total answers, 60.8% of students strongly agreed and 34% agreed with the statement that the professor consistently made an effort to capture the students' attention during the lecture. This aligns with the diverse techniques and strategies employed by instructors to engage student interest, including: presenting learning material in an accessible manner, fostering interactive conversations, utilizing educational resources, and incorporating comedy into lectures. This aligns with the perspective of Ni Putu Widya Maharani as expressed in the subsequent interview.

> The event today was quite stimulating and provided me with a fresh outlook on the world. In my perspective, activities of this nature should be organized more frequently due to their exhilarating and captivating nature. Furthermore, the mode of material delivery is highly attractive yet does not detract from the fundamental nature of learning (Interview, January 19, 2024).

According to the interview mentioned above, the key to developing learning motivation is not just the content of the subject, but rather how the lecturer presents it. According to Abidin (2003), there are multiple strategies that can be employed to capture attention. These include: 1) employing diverse teaching methods, 2) utilizing learning media, 3) incorporating humor into the learning process, 4) employing questioning techniques that involve all students, and 5) using engaging and relevant examples. Furthermore, the attention component is closely linked to fostering the student's enthusiasm for taking tangible action following the exercise. This aligns with the outcome of the interview conducted with Putu Ayu Puspita Devi.

> The individual is highly receptive to new ideas and exhibits a captivating demeanor. They provide information from authoritative sources in a manner that is enjoyable and not overpowering. Overall, it is quite inspiring. I express my gratitude to Mr. Suyasa for facilitating this occurrence (Interview, January 19, 2024).

According to the opinion stated above, it can be inferred that attention is not solely about captivating students to listen eagerly to the conducted

lectures, but also about the lecturer's ability to deliver motivation that can stimulate the actual actions of students after the activity. Medsker and Holdsworth (2001) highlight that attention is a cognitive process that entails capturing and maintaining the interest of pupils in the subject matter being presented. Acquiring and keeping attention is relatively simple, but the challenge is in how to sustain that attention in order to foster genuine awareness and prompt action once the activity concludes. Thus, it can be inferred that the student's perception of the attention component in enhancing learning motivation through the Guest Lecture in the English Language Education major is very high. The lecturer's delivery technique is not only engaging, but also effective in capturing the attention of students and motivating them to realize their potential. The statement highlights that pupils with a strong inclination towards learning have the potential to achieve significant educational outcomes. This implies that the larger the motivation and effort invested, the more substantial the resulting learning achievements. The source of this information is Hamdu and Agustin's study conducted in 2011.

B.   Relevance

Relevance, as defined by Medsker & Holdsworth (2001), refers to the ideas and meanings that students employ to attain their learning objectives. When a student encounters an interaction in a training program that is connected to their current or future employment, it is referred to as relevancy. Relevance can be defined as the state in which there is a close correspondence or likeness between the content being provided and the actuality or anticipated needs of the student. Suprijono, as cited in Kurniawan and Fadloli (2016), defines relevance as the state in which the subject matter aligns with the requirements and situations of the pupils. Put simply, a student's motivation to learn is sustained when the material they are learning is relevant and aligns with their personal values, thereby benefiting them. In light of the aforementioned perspectives, it is important to consider certain factors when preparing for this guest lecture to ensure that the activity aligns closely with the student experience. The factors that were considered included the activity's theme, the choice of source or guest lecturer, and the organization of the event. The observed results indicate student perceptions on the usefulness of guest lectures in enhancing student desire for studying.

Table 2. Student perceptions of the material in the guest lecture are relevant to the student's condition
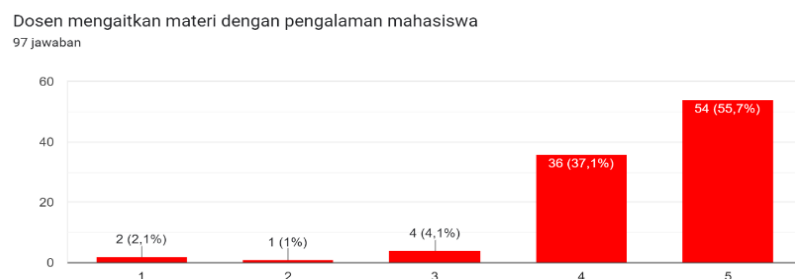
According to the findings from the distribution of the aforementioned questionnaire, it can be deduced that students perceive the course materials and teaching faculty as highly pertinent to their educational requirements. This is evidenced by the reaction to the distributed statement, with 55.7% strongly agreeing and 37.1% agreeing. The material offered is not closely aligned with student life in terms of how it might contribute to a student's education and foster a spirit of learning. Furthermore, the lecturer's ability to present the subject in a casual manner and without relying much on youth-oriented

language served as a contributing factor in enhancing the students' enthusiasm to learn. The answers of the aforementioned questionnaire align with the viewpoint of the student, Ni Kadek Dwi Karwati.

> The source of the interview conducted on January 19, 2024 is highly passionate, open-minded, and inspiring. It emphasizes the importance of personal growth, improving one's own quality, managing time effectively, and making objectives (Interview, January 19, 2024).

Ni Kadek Dwi Karwati's statement implies that relevance is not solely determined by the degree to which the subject is relevant and beneficial to students. Nevertheless, the lecturer's personality in delivering the content must be considered as one of the variables that can inspire pupils. According to Keller (1987), motivation is more likely to arise from information that is perceived to assist individuals in achieving their goals (Keller, 1988). Keller provides strategies for enhancing relevance, including: a. Familiarity, which involves presenting examples and concepts that are directly related to students' experiences and the principle of benefit; b. Objective orientation, which entails offering statements or examples that effectively communicate the purpose and practicality of learning; c. Motivation equalization, which involves adapting teaching strategies to align with students' motivation levels. This is further supported by the viewpoint of a student who participated in the guest lecture session, Ni Putu Princess Widya Maharani.

> The event today was quite stimulating and provided me with a fresh outlook on the world. In my perspective, activities of this nature should be conducted more frequently due to their exhilarating and captivating nature. Furthermore, the mode of material delivery is highly attractive yet does not detract from the fundamental nature of learning (Interview, January 19, 2024).

The opinion expressed above asserts that this activity is highly pertinent, not only because it aligns with the student's needs and circumstances, but also because the teaching methodology employed by the lecturer serves as a sign of its relevance in enhancing student motivation to study. This is corroborated by Warsita's (2008) assertion that there exists a correlation between the instructional content and the requirements and circumstances of the learners. From the given definition, it can be inferred that relevance is determined not only by how helpful the material is to students, but also by how well the examples used in the learning process and the delivery technique align with the students' interests and values. According to Wulandari (2008), the role of the lecturer is to stimulate and generate innovative methods to inspire students through guest lectures.
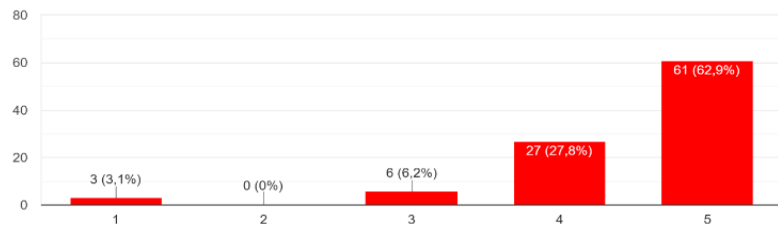
C. Confidence

Confidence is the third essential element required to enhance motivation. Confidence is the state of having faith in one's talents or belongings. Confidence can be defined as a sense of self-assurance that does not rely on comparing oneself to others. According to Medsker and Holdsworth (2001), confidence refers to a student's self-assurance in their ability to succeed and their motivation to achieve, which is strongly influenced by optimistic expectations. It suggests that the assistance or motivation of a professor is necessary to cultivate optimistic expectations in pupils, hence fostering strong self-assurance. The student's assessment of the faculty's attempts to boost confidence can be examined using the provided chart, given this comprehension.

Table 3. Student perceptions of guest lectures can increase self-confidence

Dosen selalu berusaha membantu mahasiswa merasa percaya diri
97 jawaban

The figure above illustrates the lecturer's diligent efforts in fostering student confidence. According to the extensive survey, 62.9% of students reported that professors consistently assist in boosting students' confidence. This is accomplished by providing students with feedback, either in the form of admiration for their accomplishments or by sharing inspiring stories and experiences. Nasution (2000) emphasizes the importance of offering constructive feedback to students in order to inform them about their current level of comprehension and learning accomplishments. Ni Putu Intan Nursanti Sanjaya, a sixth-semester student of English Language Education, likewise expressed the same viewpoint.

> Through this experience, I gained the understanding that failure is acceptable and I came to the realization that life is not a competition, but rather a journey where I may forge my own path. Therefore, it is imperative for me to have faith in my capacity to confront the obstacle (Interview, January 19, 2024).

Based on the aforementioned opinions, it may be inferred that the student experienced a boost in motivation and self-confidence following the lecturer's induction. This aligns with Keller's (2000) perspective that students have feelings of insecurity due to a lack of knowledge regarding their own expectations. Establishing explicit objectives and providing concrete illustrations of satisfactory achievements facilitates the development of trust. This aligns with the guest lecture events, where a guest lecturer is chosen based on their numerous accomplishments, strong educational background, and high level of social awareness, all of which have a positive impact on the students. The objective of the shadow is to provide a tangible example of a young individual who can serve as a role model, so stimulating the student's curiosity and motivating them to explore their own potential further. Therefore, the student's confidence might be enhanced upon successfully attaining their desired goal.

D. Satisfaction

If a student becomes engaged with a language issue and begins to perceive the significance of a topic that is personally relevant to them, they will be inclined to feel driven to study. According to Keller (2000), the challenge lies in maintaining students' motivation. Put simply, students require a sense of acceptance and acknowledgement, supported by tangible proof of their achievements in their educational pursuits. Success in this context does not necessarily refer to the specific accomplishments that they have achieved, but rather to the achievements of others who have come before them. Consequently, students will see a sense of fairness as the knowledge they acquire is not solely theoretical but also supported by tangible proof provided by experienced professionals or guest lecturers. The amount of student satisfaction can be gauged by the extent to which students provide feedback, such as their passion in asking questions during activities. This can be observed through the activity of numerous students who display great

enthusiasm for it. Furthermore, satisfaction can be assessed by distributing questionnaires to students, which reflect their level of satisfaction with the activity. This is seen in the diagram below.

Table 4. Student perceptions of student satisfaction attending guest lectures

Dosen mengecek kepuasan mahasiswa terhadap Guest Lecture
97 jawaban
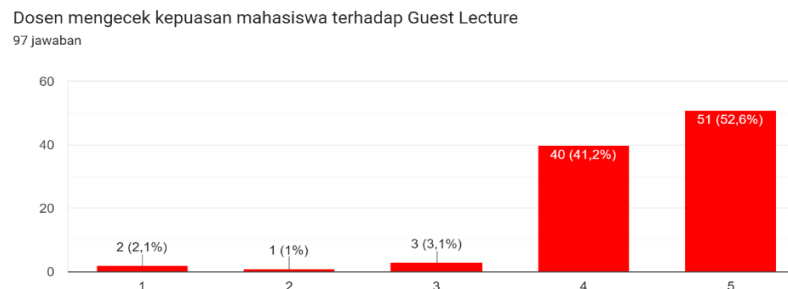
According to the data collected, 51.6% of respondents expressed a high level of satisfaction with the activities conducted, while 41.2% said that they were content with these activities. The findings of the aforementioned survey were further supported by the students' comments during interviews, which indicated a desire for comparable activities.

> This event is highly stimulating to me. In addition to the opportunity to listen to someone's life path, it offers numerous benefits. For instance, it allows us to broaden our perspective and expand our thinking. Furthermore, it serves as a source of motivation to improve ourselves and strive for personal growth. I advocate for frequent occurrences of such events to ensure that a multitude of young individuals can develop a comprehensive outlook and cultivate a receptive mindset (Interview, January 19, 2024).

Ni Made Dofi Armayani's statement indicates that the majority of pupils are content with the activities of the Geus lecture. Nevertheless, they anticipate that comparable endeavors will be conducted with greater regularity. The expectation is that by increasing the exposure of characters, their perspectives will be better conveyed, hence enhancing students' motivation. Therefore, it can be inferred that the happiness of the student with an event is on aligning the class in a manner that resonates with their individuality and personality. The data evaluated using the comprehensive ARCS technique indicates that students' view of English language education is highly positive regarding the efficacy of guest lectures in motivating learning.

CONCLUSION

ARCS is an educational framework that is derived on the expectancy value theory and consists of four key components: Attention, Relevance, Confidence, and Satisfaction. These components are sometimes referred to using the acronym ARCS. Based on the information provided, it can be inferred that students have a strong understanding of the four components of ARCS in guest lectures, which enhances their drive to learn. Furthermore, the confident component yields the largest percentage. Consequently, kids experience a boost in self-assurance when engaging in this activity.

Developing students' motivation to learn is the first step towards improving the quality of graduates. Therefore, it is recommended for program managers in universities or equivalent institutions to organize guest lecturer activities at the beginning of self-development-related courses. Further research should expand on this study by include control and experimental groups across several disciplines.

ACKNOWLEDGEMENTS

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