



## The Influence of Visiting Lecturer Communicator Credibility Modeling on Indonesian-Malaysian Students' Learning Motivation

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### Abstract:

**Background.** The success of a Visiting Lecturer program depends not only on material quality but also on communicator credibility, which is crucial for fostering strong student motivation to participate in international forums and succeed in the educational process.

**Objectives.** The short-term research objective is to assess the effectiveness of the Visiting Lecturer program, while the long-term objective is to support policy development for the collaborative program between the two universities.

**Methods.** The study used a comparative quantitative method to explain differences between the two subject groups.

**Results.** The study found a significant positive effect of communicator credibility in the Visiting Lecturer program on Indonesian–Malaysian student motivation, with teaching quality influencing Indonesian students' motivation by 61.4% and Malaysian students' motivation by 47.6%.

**Conclusion:** The credibility of communicators in the Visiting Lecturer Collaboration Program plays an essential role in strengthening the motivation of Indonesian–Malaysian students, highlighting its importance in enhancing the effectiveness of international academic collaboration.

**Implementation.** The findings can be implemented by strengthening communicator credibility through lecturer preparation, communication training, and collaborative teaching strategies to further enhance student motivation in international academic programs.

**Keywords:** Communicator Credibility Modeling, Visiting Lecturer Program, Student Motivation, International Academic Collaboration, Learning Effectiveness.



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## INTRODUCTION

The era of globalization has encouraged higher education institutions to participate globally. Therefore, various universities in Indonesia are participating in international forums to achieve international recognition. One creative academic activity is collaboration

between universities across countries, a crucial strategy for improving the quality of learning and broadening students' horizons. A concrete example of this collaboration is the Visiting Lecturer program, which invites guest lecturers from foreign universities to deliver lectures, seminars, or workshops at Indonesian universities. The purpose of visiting lecturers is to plan scientific and research collaborations between the two parties (Patoka, 2022). This program is expected to not only enrich students' knowledge but also foster learning motivation through direct experience interacting with international academics with global competence and perspectives. Motivation acts as a driver for achieving good results (Fernando et al., 2024).

The success of the Visiting Lecturer program is determined not only by the quality of the material presented, but also by the credibility of the communicators who play a role in the learning communication process. Credibility is a set of perceptions held by the communicant about the characteristics of the communicator (Ferina & Sari, 2025). Research conducted by Hovland, Janis, and Kelley found three aspects that influence source credibility: trustworthiness, expertise, and attractiveness (Hovland et al., 1953). These three aspects influence the extent to which students receive, understand, and are motivated by the communicator's message. Communicators who are considered credible will be able to foster self-confidence, interest in learning, and a desire to improve academic achievement. With high credibility, communicators can convey effective messages to the audience (Ferina & Sari, 2025).

To implement activities in international forums, students' strong learning motivation is essential. Learning motivation is a crucial internal factor in determining student success in the educational process. Students with high learning motivation will demonstrate enthusiasm for understanding the material, actively participate in class, and strive to achieve optimal learning outcomes. Therefore, understanding how a visiting lecturer's credibility influences student learning motivation is crucial for in-depth study, particularly in the context of higher education in Indonesia, which is currently strengthening international cooperation.

This motivation serves as the main driver that encourages individuals to achieve performance and productivity in accordance with applicable standards in their work. In addition to motivation, work competence is also a key factor in achieving high productivity (Mubarrok et al., 2025).

Several previous studies have shown that communicator credibility significantly influences audience attitudes and behaviors in various communication contexts, including

educational communication. However, research specifically examining the relationship between the credibility of international guest lecturers and the learning motivation of Indonesian students is still limited. Thus, this research is important to understand the extent to which the credibility of communicators in the Visiting Lecturer program plays a role in increasing the learning motivation of Indonesian students, as well as providing recommendations for more effective management of academic collaboration programs in the future. Research results from Knickenberg and Zurbriggen (2025) used experience sampling over 1 week with fifth graders to assess situational motivation and peer interactions. Multilevel structural equation modelling showed that motivation was higher during peer interactions, partly explained by classroom climate (Knickenberg & Zurbriggen, 2025).

The study examined 766 students from 30 classrooms (Grades 7–10) to examine the achievement composition effect (ACE) and its interaction with intrinsic motivation and engagement. Furthermore, linear mixed-effects models showed that students' relative prior achievement predicted later achievement, with stronger ACEs among more motivated and engaged students (Mendoza et al., 2025).

The Faculty of Communication Studies (Fikom) of Unisba (Unisba) conducted a visiting lecturer program with USIM (Universitas Indonesia International Student Association). Participants were students from both campuses. This activity was intended, among other things, to enrich the lecture experience for both lecturers and students from across the country.

In this context, the researcher was curious to see whether lecturers in the visiting lecturer program could serve as role models in demonstrating concern, motivation, encouragement, rewards, punishments, planning, evaluation, and so on. All of this needs to be assessed by students as astute classroom observers during the visiting lecturer program.

Student assessments will be based on their motivation after participating in the visiting lecturer program. Therefore, in addition to satisfaction, the researcher also wanted to examine student motivation related to the quality of learning in the visiting lecturer program. Motivation, conceptualized as subjective and value-laden, is the act of fulfilling needs, desires, tastes, or feelings derived from those needs. This phenomenon has drawn researchers' attention to examine the influence of Visiting Lecturer Communicator Credibility Modeling on the Learning Motivation of Indonesian-Malaysian Students. This research is undoubtedly beneficial for the continued collaboration between the two universities across these countries.

## **LITERATURE REVIEW**

### **1. The Concept of Communicator Credibility in the Context of Teaching**

The concept of communicator credibility in the context of teaching requires in-depth study. In this context, researchers will examine the perspectives of experts from various disciplines, as outlined in the book "Modeling Communicator Credibility" (Hodges & Baum, 2019), which states: "Teaching is complex and multifaceted. Students, teachers, curriculum, leadership, and assessment are among the many variables that contribute to teaching. Researchers widely agree that student learning and outcomes are closely related to the quality of the classroom learning process."

Credibility is a key element that shapes a sender's reputation and the extent to which they can influence their audience and collaborate with various parties (Khotimah & Umam, 2025). Credibility in the context of teaching is not static. Changes in classroom dynamics, the use of learning media, and nonverbal communication styles also influence students' perceptions of a lecturer's credibility. There is evidence of predictive validity in that teacher credibility can predict values for new cases of motivation (García et al., 2023). This suggests that credibility can be built through a combination of academic competence and interpersonal communication skills. A teacher's credibility is not just about "mastering the material" but also how the teacher builds relationships, shows concern, and is trusted by students.

### **2. The Concept of Visiting Lecturer**

The visiting lecturer program is a form of academic mobility that supports the internationalization of higher education. In this activity, Indonesian lecturers not only deliver lectures but also engage in discussions with Malaysian academics on global issues such as digital learning, public health, and international legal literacy (Febrina et al., 2025). The presence of visiting lecturers increases student enthusiasm and participation; however, they also face challenges such as language barriers and cultural adaptation (Ali et al., 2025).

Visiting lecturers are experts or professionals who are brought to universities or educational institutions to deliver lectures to students. Their presence is often based on specialized competence or experience relevant to the lecture topic (Kustiawan et al., 2025).

### **3. Concepts and Theories of Motivation**

Motivation plays an important role in helping humans take action and work effectively and efficiently (Alper Ay, 2025). Motivation plays a central role in the learning process as the main driver for students to achieve educational goals (Amirah et al., 2025). Human behavior is generally characterized by striving for control and is organized into phases of goal engagement and disengagement. People's motivation to pursue a particular goal depends on situational incentives and personal preferences as well as interactions between these two factors (Heckhausen & Heckhausen, 2025). Motivation is central to student learning and achievement, yet it does not operate in isolation. Peer relationships play a fundamental role in shaping students' motivation, engagement, and academic development (Daumiller & Hemi, 2025).

Lecturers need to understand motivation so they can design more effective learning strategies, increase student interest, and optimize learning outcomes (Amirah et al., 2025). By considering individual needs, educational institutions can design more effective motivational strategies to achieve common goals (Mu'arif & Priyatmono, 2025). However, Yulianita stated that her research results showed that "the online learning system through the syllabus had no significant and positive effect on student motivation at six private universities in West Java" (Yulianita et al., 2022).

### **METHOD**

The research method used was a comparative quantitative one, in which the researcher attempted to explain the differences between the two groups of study subjects. To determine the magnitude of the differences, a Simple Regression Analysis statistical test was used to determine the influence of variable X on variable Y, namely, "The Effect of Communicator Credibility Modeling in the Visiting Lecturer Program on the Learning Motivation of Indonesian-Malaysian Students."

The research subjects were students who had participated in the visiting lecturer program, which consisted of eight meetings, each lasting two hours. Questionnaires were distributed to students from two universities in two countries: Unisba Indonesia and USIM Malaysia, selected using a random sampling technique.

The data collection process in this study included primary data collected through a questionnaire administered through the Online Learning System, while secondary data was collected through interviews, observation, and references in the form of books or online

learning systems via the internet. This research problem is tested and measured using the Simple Regression Analysis statistical test to measure the magnitude of the influence of variable X on variable Y. The researcher will analyze one by one the variables whose influence will be measured, so that the research results for the difference test of the two groups of Fikom Unisba-Indonesia and USIM-Malaysia students can be clearly described.

## DISCUSSION

### 1. Modeling the Credibility of Communicators in the Visiting Lecturer Collaboration Program and Its Influence on Indonesian Students' Motivation

The normality test in this study used the Kolmogorov-Smirnov method, with the test criteria that if the significance value is  $>0.05$ , the data are normally distributed. The hypotheses are as follows:

1. If the significance value is  $>0.05$ , the data are normally distributed.
2. If the significance value is  $<0.05$ , the data are not normally distributed.

Based on the table, the results show a significance value of  $0.066 > 0.05$ , so the researchers can conclude that the data in this study are normally distributed and have balanced frequencies.

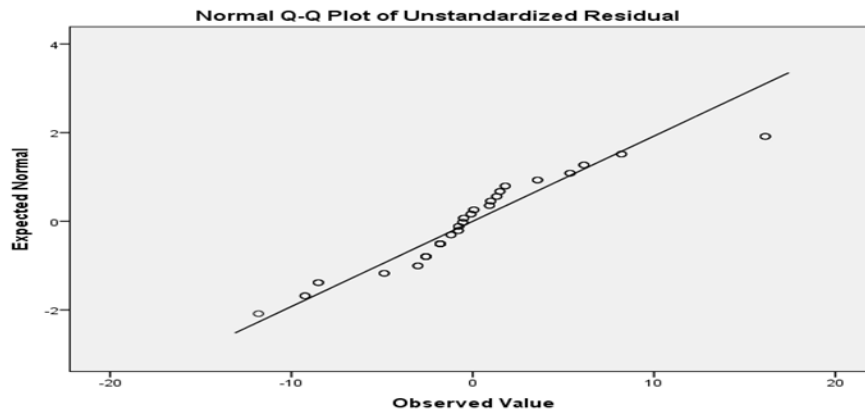
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		53
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.19991242
Most Extreme Differences	Absolute	.176
	Positive	.176
	Negative	-.148
Statistical Test		.176
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>
Exact Sig. (2-tailed)		.066
Point Probability		.000

a. Distribution Test is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.



The normality assumption can also be checked using a q-q normal graph. The results in the figure above show that with samples larger than 30, the sample points tend to form a straight line, thus assuming a normal distribution.

**Heteroscedasticity Test**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.583	5.490		1.563	.124
TOTAL X	-.023	.024	-.130	-.935	.354

a. Dependent Variable: ABSY2

The heteroscedasticity test in this study used the Glejser method, with the following criteria: if the significance value is  $>0.05$ , the data is homogeneous. The hypotheses are as follows:

1. If the significance value is  $>0.05$ , the data variance is homogeneous.
2. If the significance value is  $<0.05$ , the variance is heterogeneous.

Based on the table, the results show that the significance value is  $0.354 > 0.05$ , so the researcher can conclude that the data in this study exhibits homogeneous variance.

**Simple Regression Analysis**

To assess its influence, researchers used a test criterion: if the significance value is  $>0.05$ , then the Communicator Credibility Modeling influences the motivation of Indonesian students. The test hypothesis is:

H0: Communicator Credibility Modeling influences the motivation of Indonesian students.

H1: Communicator Credibility Modeling does not influence the motivation of Indonesian students.

Based on the table, the significance value is  $0.00 < 0.05$ , so it can be concluded that the Communicator Credibility Modeling influences the motivation of Indonesian students.

### Coefficient of Determination

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2234.798	1	2234.798	81.061	.000 <sup>b</sup>
Residual	1406.033	51	27.569		
Total	3640.830	52			

a. Dependent Variable: TOTAL Y2

b. Predictor: (Constant), TOTAL X

The table above shows that the R-Square value is 0.614. This means that Communicator Credibility Modeling influences Indonesian students' motivation by 61.4%. Furthermore, a correlation between Communicator Credibility Modeling and Indonesian students' motivation is also known, as shown by the R-value of 0.783. This means that the relationship or closeness between Communicator Credibility Modeling and Indonesian students' motivation is 78.3%.

### Regression Model

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	39.738	7.499		5.299	.000
TOTALX	.298	.033	.783	9.003	.000

a. a. Dependent Variable: TOTAL Y1

From the table above, a regression with a constant value (a) of 39.738 and a coefficient value (b) of 0.298 is obtained, so that the following linear regression equation is obtained:

$$Y=a+b \cdot X$$

$$Y=39,738 +0,298X$$

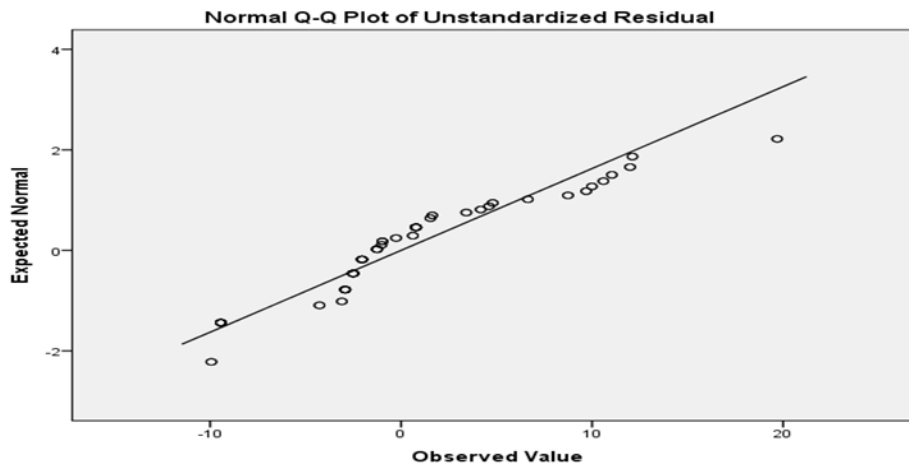
Y is the motivation of Indonesian students, while X is the quality of teaching. Based on the regression equation above, several things can be analyzed, including: If the Communicator Credibility Modeling is 1, it is estimated that Indonesian students' motivation will increase to  $39.738 + 0.298 (1) = 40.036$ .

If the Communicator Credibility Modeling is worth 0, then the motivation of Indonesian students will be equal to 0.298, meaning that if the Communicator Credibility Modeling increases by one unit, it will affect the motivation of Indonesian students by 40.036. If the motivation of Indonesian students without any influence has a value of 0.298.

## 2. Modeling the Credibility of Communicators in the Visiting Lecturer Collaboration Program Influences Malaysian Students' Motivation

### Normality Test

Modeling the credibility of communicators in the Visiting Lecturer collaboration program. A normality test was conducted to determine its influence on Malaysian student motivation.



The normality assumption can also be checked using a q-q normal graph. The results in the figure above show that with samples larger than 30, the sample points tend to form a straight line, thus assuming a normal distribution.

### Heteroscedasticity Test

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.256	4.187		.300	.765
Modeling communicator credibility	.013	.017	.074	.778	.438

a. Dependent Variable: ABS2

The heteroscedasticity test in this study used the Glejser method, with the following criteria: if the significance value is >0.05, the data are homogeneous. The hypotheses are as follows:

1. If the significance value is >0.05, the data variance is homogeneous.
2. If the significance value is <0.05, the variance is heterogeneous.

Based on the table, the results show a significance value of 0.438 >0.05, so the researchers can conclude that the data in this study exhibits homogeneous variance.

### Regression Analysis

To see the effect, the testing criteria used are if the significance value is > 0.05, then the Communicator Credibility Modeling has an effect on the motivation of Malaysian students, where the testing hypothesis is:

H0: Communicator Credibility Modeling has an effect on the motivation of Malaysian students

H1: Communicator Credibility Modeling does not have an effect on the motivation of Malaysian students.

Based on the table, the significance value is 0.00 < 0.05, so it can be concluded that the Communicator Credibility Modeling has an effect on the motivation of Malaysian students.

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	509.526	1	509.526	51.797	.000 <sup>b</sup>

Residual	560.711	57	9.837	
Total	1070.237	58		

- a. Dependent Variable: STUDENT SATISFICATION
- b. Predictors: (Constant), QUALITY OF TEACHING

### Coefficient of Determination

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 <sup>a</sup>	.476	.467	3.136

- a. Predictors: (Constant), QUALITY OF TEACHING

The table above shows that the R-Square value is 0.476. This means that Communicator Credibility Modeling influences Malaysian students' motivation by 47.6%. Furthermore, the correlation between Communicator Credibility Modeling and Malaysian students' motivation is 0.690. This means that the relationship or closeness between Communicator Credibility Modeling and Malaysian students' motivation is 69%.

### Regression Model

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	44.087	8.278		5.326	.000
Communicator Credibility Modeling	.234	.033	.690	7.197	.000

- a. Dependent Variable: STUDENT SATISFICATION

From the table above, a regression with a constant value (a) of 44.087 and a coefficient value (b) of 0.234 is obtained, so that the following linear regression equation can be obtained.

$$Y = a + b \cdot X$$

$$Y = 44,087 + 0,234X$$

Y is the motivation of Malaysian students, while X is the quality of teaching. Based on the regression equation above, several things can be analyzed, including:

- a. If the Communicator Credibility Modeling is 1, it is estimated that Malaysian students' motivation will increase to  $44.087 + 0.234 (1) = 44.321$ .
- b. If the Communicator Credibility Modeling is 0, then Malaysian students' motivation will be 0.234. This means that if the Communicator Credibility Modeling increases by one unit, it will affect Malaysian students' motivation by 44.087. If Malaysian students' motivation has no influence, it will have a value of 0.234.

### Analysis of Research Results

The results of the study indicate a significant positive influence between the Communicator Credibility Modeling of the Visiting Lecturer Collaboration Program on Indonesian-Malaysian Student Motivation. Teaching quality influences Indonesian students' motivation by 61.4%. Its influence on Malaysian students' motivation is 47.6%.

Sub-variable Y, Student Motivation, as previously explained, measures student motivation. The researcher tested Lawrence & Nohria's Drive theory, which consists of four aspects: Acquire (the drive to achieve), Bond (the drive to interact socially), Create (the drive to discover new ideas), and Defend/Protect (the drive to defend/protect oneself).

The findings revealed that:

- 1) learning motivation significantly influences students' academic performance,
- 2) self-efficacy also exerts a significant impact on students' achievement, and
- 3) both learning motivation and self-efficacy jointly have a significant effect on students' performance in chemistry (Marhadi et al., 2025).

The findings revealed that intrinsic motivation significantly predicted higher GPA ([beta] = 9.7671,  $p < 0.001$ ) compared to extrinsic motivation ([beta] = 4.7004,  $p < 0.001$ ), explaining 58.4% of the variance. Similarly, intrinsic motivation had a greater positive effect on students' attitudes toward learning ([beta] = 0.8169,  $p < 0.001$ ) compared to extrinsic motivation ([beta] = 0.3982,  $p < 0.001$ ), with an R<sup>2</sup> value of 0.709. These results highlight that intrinsically motivated students perform better academically and exhibit more positive learning attitudes than those relying on external rewards (Al Shuaili, 2025).

Sub-variable Y1, Acquire, measures the lecturer's communicator skills in motivating students, including: the lecturer has motivated students to be enthusiastic about learning, to adopt knowledge, to assume positively, to develop knowledge, to evolve positively, to foster

new enthusiasm, to have a strong desire to learn, to generate new mindsets, to take advantage of learning, and to win competitions.

Motivation is essentially born or derived from two main sources: internal (intrinsic) and external (extrinsic). Intrinsic motivation is a drive that arises from within a person. This drive is usually related to the need to develop, achieve personal goals, improve competence, or feel satisfaction from what one does. When someone is driven by intrinsic motivation, they tend to be more consistent, persistent, and enjoy the process because the activity has personal meaning. Conversely, extrinsic motivation comes from stimuli or influences that come from outside the individual. These can take the form of awards, praise, bonuses, financial incentives, or even social pressure and environmental demands. This motivation is often used to encourage certain behaviors, especially when someone does not yet have a strong intrinsic drive. Although effective in the short term, extrinsic motivation usually needs to be combined with intrinsic motivation to produce more sustainable commitment and performance. In this context, students have both types of motivation, so both will impact their success.

The results highlight the importance of tailoring motivational strategies to students' developmental levels. Effective interventions may include age-appropriate curriculum design, interactive and experiential learning activities, and structured spiritual mentorship to foster both engagement and long-term spiritual growth. This study underscores the value of differentiated motivational approaches in Buddhist Sunday Schools (Sekolah Minggu Buddha, SMB) settings. Adapting instructional methods to align with students' motivational development can enhance learning enthusiasm and support meaningful participation in religious education (Tritana et al., 2025).

Sub-variable Y2, Bond, in this case, the lecturer is seen as a communicator modeling credibility, which can be seen from several aspects, such as: motivating students to be involved, to engage in interaction, to engage attention, to engage interest, and to engage curiosity. A lecturer is expected to motivate students to engage and develop a strong bond, deepening their learning.

Building close relationships with yourself and others can motivate you through positive communication, emotional support, and increased self-confidence. One way to do this is by building supportive relationships with those around you. The results showed :

An increase in students' awareness of life goals as well as increased enthusiasm and confidence in learning. Teachers also observed positive changes in student engagement during the learning process. This program proved effective in building motivation from an early age, as well as creating a supportive and interactive learning environment. The activity also instilled the importance of planning for the future through simple yet directed steps (Fadhil et al., 2025).

Regarding the use of learning media, research results indicate that:

The use of interactive learning media in SMK Pembangunan has great potential to increase student engagement in learning and strengthen their understanding of the subject matter. Interactive learning media, such as interactive videos, simulations, and educational games, enable students to actively engage in the learning process and provide a more engaging and effective learning experience. (Faturrokhman, 2025).

Sub-variable Y3, "Create," demonstrates that the lecturer's credibility modeling has motivated students to generate creative ideas, increase audience engagement, stimulate emotional responses, foster inspiration, accelerate action, enhance decision-making accuracy, and encourage decision-making. The lecturer's role is crucial in encouraging students to pursue creativity in line with their passions.

In terms of creativity, ChatGPT can help students brainstorm ideas, develop arguments, and explore multiple perspectives in problem-solving. However, undirected use can hinder originality and innovation. Therefore, the right strategy is needed to utilize ChatGPT to provide optimal benefits without sacrificing students' independent and creative thinking skills (Sabrina et al., 2025).

The results of the study showed that although online learning offers greater flexibility and accessibility, challenges such as lack of social interaction, limited support from instructors, and difficulty in maintaining self-discipline can reduce student motivation (Selfiana et al., 2025).

Sub-variable Y4, "Defend," in this context, can focus on students' efforts to maintain their life vision through denial, repression, regression, projection, rationalization, diversion, and reaction formation to maintain what they believe will provide the best future.

Collaboration across disciplines, institutions, and global contexts is crucial and presents challenges for higher education institutions to address. This can be achieved by improving our understanding of how communities interact and acquire scientific information and developing more effective interventions at the individual, classroom, and community levels. Research findings indicate that:

Higher Education Institutions must be able to play an important role in reducing the negative impact of misinformation, strengthening trust in science, and fostering a more informed society. In other contexts, research results show that: Learning strategies that are relevant to individual interests and supported by technology have been proven to be able to help students overcome learning obstacles and can be a reference in developing adaptive learning methods in higher education (Fatkhurizqia et al., 2025).

Meanwhile, research results show that:

Students with high resilience tend to be better able to manage stress, overcome academic difficulties, and maintain motivation until the final assignment is

completed. Key factors supporting resilience include support from family, friends, and supervisors; the ability to manage emotions effectively; and strong spiritual beliefs. Furthermore, resilient students demonstrate significant efforts in self-development, such as improving study strategies, engaging in spiritual reflection, and building positive social relationships (Mawaddah & Ahmadi, 2025).

In education, motivation plays a crucial role in shaping character and fostering students' enthusiasm for learning. Amidst increasingly rapid developments and increasingly complex challenges, across academic, social, and technological dimensions, educational success no longer relies solely on cognitive abilities. Furthermore, students' commitment, mental resilience, and internal drive are crucial factors in determining their ability to survive, thrive, and achieve.

Strong motivation energizes students to persevere despite obstacles, pressure, or feelings of boredom. Without motivation, no amount of knowledge can develop into meaningful competencies. Therefore, creating a conducive, supportive, and inspiring learning environment is essential. This environment must foster curiosity, provide space for students to explore, and foster the belief that every effort has value and contributes to the desired goals.

By fostering an atmosphere that supports the development of motivation, students will not only be able to face the various challenges that arise in the learning process but will also be able to achieve their stated educational goals. Ultimately, motivation becomes an important foundation for building strong character, learning independence, and students' readiness to face a dynamic future.

## CONCLUSION

The results of the study indicate a significant positive influence between the modeling of communicator credibility in the Guest Lecturer Collaboration Program on the motivation of Indonesian-Malaysian students. The quality of teaching influences the motivation of Indonesian students by 61.4%. Meanwhile, its influence on the motivation of Malaysian students is 47.6%. To measure student motivation, researchers tested Lawrence & Nohria's Drive theory, which consists of four aspects: Acquiring (the drive to achieve), Binding (the drive to interact socially), Creating (the drive to find new ideas), and Maintaining/Protecting (the drive to maintain/protect oneself). These four types of motivation have been tested to provide positive energy, namely, they can provide positive

motivation for students of the Faculty of Communication Sciences of Unisba-Indonesia and USIM-Malaysia.

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