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# The Impact of Guest Lectures on the Employability Skills of Satya Terra Bhinneka University Students

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**ABSTRACT**

This study aims to analyze the effectiveness of guest lecturse in improving continuous learning in business law courses for students in 2023 in the Entrepreneurship Study Program at Satya Terra Bhinneka University. This study uses a quantitative approach with a quantitative correlational survey method. The quantitative correlation approach is used to determine whether there is a relationship between two or more variables. In this study, data processing was carried out using SPSS version 26.0. The sample of this study was 162 students of the 2023 class of the Entrepreneurship Study Program, Faculty of Economics and Business, Satya Terra Bhinneka University. The research data collection technique used a questionnaire. The analysis prerequisite tests include validity tests, reliability tests, normality tests, linearity tests, hypothesis tests include simple regression analysis. The results of the study show: There is a significant effect of Guest Lectures on Employability skills of students in the 2023 class of the Entrepreneurship Study Program, Faculty of Economics and Business, Satya Terra Bhinneka University by 65%.

## INTRODUCTION

Higher education institutions play a crucial role in producing competent graduates by equipping students not only with knowledge but also with life skills and competitive values (Nurbaiti & Putri, 2024, as cited in Syam, A., et al., 2025). Global change faces various challenges in this rapidly changing era, such as technological disruption, environmental issues, and demands that graduates not only be academically proficient but also possess sustainability awareness, adaptability, and critical thinking skills. The world of work demands that college graduates not only master theory but also possess employability skills, abilities that prepare them to compete in the job market. Employability skills encompass soft skills such as communication, collaboration, creativity, resilience to change, and adaptability, in addition to specific hard skills. Research (Syam et al., 2025) shows that soft skills and self-efficacy have a positive and significant impact on students' work readiness.

Increasingly, organizations are paying attention to unemployment rates and industry demands, emphasizing the need for skill enhancement. In Indonesia, various learning models have been tested to improve employability skills. For example, the Project-Based Learning model for culinary vocational students at UNY has been proven to produce employability skills in the good to excellent category (Rahmawati, F et al. 2021). Furthermore, research (Iriandhy, et al. 2023) confirms that the learning environment, self-concept, and learning motivation influence the employability skills of students majoring in civil engineering and planning at the Faculty of Engineering, Makassar State University. Research (Maina, M., et al. 2022) confirms that the Employability Skill Micro-credentialing (ESMC) methodology encourages pedagogical innovation and promotes the integrity and visibility of work skills.

One potential learning innovation to strengthen employability skills is the guest lecture. Guest speakers have become a valuable asset in academic settings, providing real-world insights and bridging the gap between theoretical concepts and industry practice (Ma, M. 2025). Research (Rieble, L., et al. 2013) shows that well-directed, qualified, engaging, and engaging guest speakers play a crucial role in active learning by exposing students to the 'real world' of work and can reinforce the importance of key employability skills for future career success. However, in many universities, guest lectures are still supplementary, less structured, or not yet systematically implemented in the curriculum, so their impact on employability skills is not fully measurable. Research (Bobrytska, V., et al. 2020) found that guest lectures reshape and enhance university curricula across four different disciplines: education policy, instruction, health, and technology. In addition, guest lectures positively influence students' research engagement, professional self-development, self-directed learning & self-education skills, and professional socialization, and are positively perceived by students, lecturers, and representatives of host organizations.

Satya Terra Bhinneka University, as an institution with a vision of superior and relevant education, faces the challenge of preparing its graduates to have a competitive advantage. In this context, the influence of guest lectures as a

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learning innovation is relevant to study because it can be a strategy to strengthen students' employability skills. Several aspects that remain unclear are: how effective the guest lecture strategy is in improving students' motivation, soft skills, and work readiness; how to design and implement it optimally; and whether there are differences in impact based on factors such as student background in business law courses.

## LITERATURE REVIEW

### Student Employability Skills

Employability skills, or work readiness skills, are a collection of non-technical abilities that support an individual in obtaining, maintaining, and developing employment, referring to competencies frequently cited by employers (companies) as essential for building professional skills (Awaluddin et al., 2022). According to Hillage & Pollard (1998), employability encompasses four main aspects: Employability Assets, which are an individual's skills, knowledge, and attributes; Deployment, which is the ability to use assets in a work context; such as Presentation, which is the ability to present oneself to potential employers; and Contextual Factors, which are environmental support and professional networks. Factors influencing the formation of employability skills include individual factors, namely: age, self-motivation, self-confidence, propensity to learn, education, work experience, physical health and interests; social relationship factors, namely: parenting styles and external motivation; and contextual factors, namely job demands, culture, and technology (Wong et al., 2023).

In the context of university students, employability skills include communication, collaboration, problem-solving, self-management, initiative, and professionalism (Phan et al., 2024). Universities play a crucial role in fostering these skills through curricula, collaborative learning activities, and interactions with industry, including the concept of inviting professional practice through the implementation of guest lectures.

### The Concept of Guest Lectures

Guest lectures are a form of academic activity that presents speakers from outside the campus to provide practical insights, professional experience, and contextual understanding to students (Suharyanto, 2021). This activity serves as a bridge between academic theory and professional practice and is part of the experiential learning strategy in higher education (Kolb, 1984).

According to Wahyuni (2020), guest lectures can increase the relevance of learning because students gain a firsthand view of the world of work and industry. Meanwhile, Lestari & Prasetyo (2022) emphasize that guest lectures also play a role in building student learning motivation, critical thinking skills, and job readiness. Phan et al. (2024) found that guest speakers with similar educational backgrounds to students significantly improved learning outcomes and perceived communication skills related to their personal insights.

Thus, guest lectures not only serve as additional knowledge, but also as a learning innovation based on academic and industrial collaboration.

### Learning Innovation in Higher Education

Learning innovation in the context of higher education encompasses all forms of renewal in learning methods, strategies, and media aimed at improving the effectiveness and relevance of education (Elisabet at al, 2024). Today's universities are required not only to produce graduates who excel academically but also possess employability skills that align with the needs of the workforce (OECD, 2021).

Guest lectures are a form of innovation that integrates contextual and collaborative learning. According to Wang et al. (2018), innovative activities such as guest lectures encourage students to learn from real-world experiences, broaden their industry insights, and develop soft skills not always acquired in the classroom. Through guest lectures, students gain real-world experiences from speakers, reflect on those experiences, relate them to theory, and apply them to academic activities, creating a learning innovation in higher education. Responding to the new component, "Professional Orientation," guest speakers provide insights and become an important aspect in the context of teaching and learning in higher education (Augart et al. 2022). Guest lectures function not only as academic activities but also as strategic efforts to develop superior human resources. According to Human Capital Theory, education is an investment that increases individual productivity and competitiveness. Learning relevant to the world of work, such as guest lectures, serves as a means of developing human capital because it strengthens the skills and competencies needed by the job market (Becker, 1993).

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## METHOD

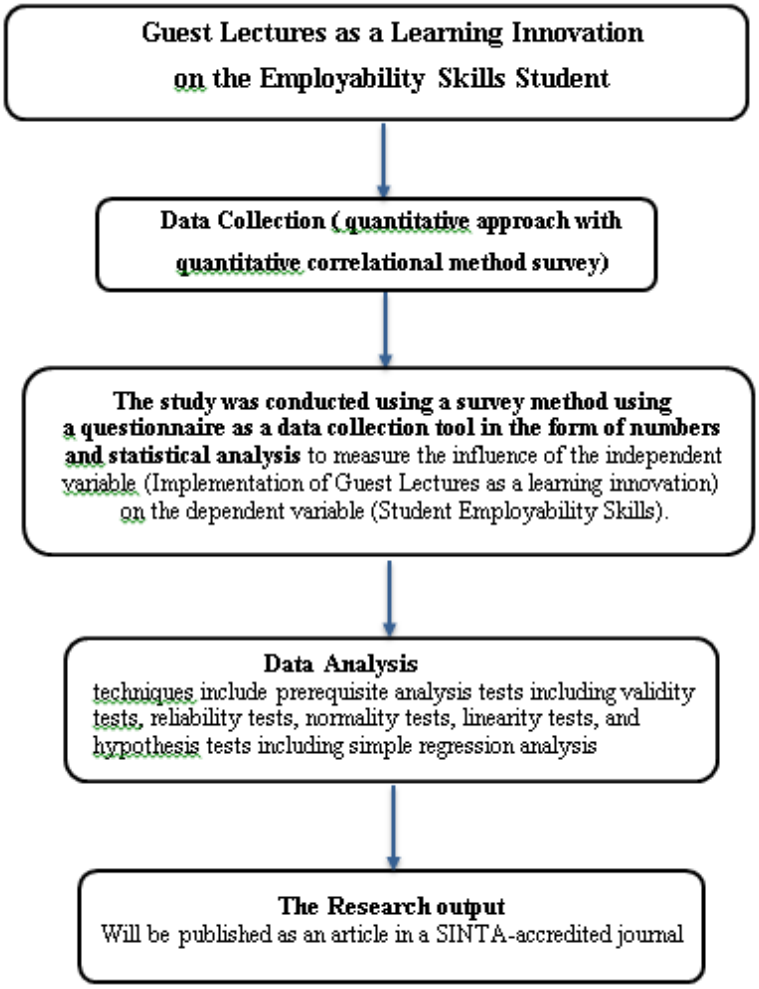



Figure 1. Research Flow Diagram

This study uses a quantitative approach with a survey method. A quantitative approach with a quantitative correlational survey method is used to determine whether there is a relationship between two or more variables (Eduart et al. 2023), because this study aims to measure the influence of the independent variable (Implementation of Guest Lectures as a learning innovation) on the dependent variable (Student Employability Skills). The study was conducted using a survey method using a questionnaire as a data collection tool in the form of numbers and statistical analysis (Awaluddin et al., 2022). In this study, data processing was carried out using SPSS version 26.0. Data collection techniques and instruments used were questionnaires via Google Form. The questionnaires used were distributed to 162 students of the 2023 intake in the Business Law course, Entrepreneurship Study Program, Faculty of Economics and Business, Satya Terra Bhinneka University. Data analysis techniques include prerequisite analysis tests including validity tests, reliability tests, normality tests, linearity tests, and hypothesis tests including simple regression analysis.

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## RESULT

Table 1. Validity Test Results

| No | Variables | r table | r count | Question items | Validity |
|---|---|---|---|---|---|
| **1** | Guest Lectures | 0,2681 | .722** | Q1 | **Valid** |
| | | | .708** | Q2 | **Valid** |
| | | | .441** | Q3 | **Valid** |
| | | | .766** | Q4 | **Valid** |
| | | | .661** | Q5 | **Valid** |
| **2** | Employability skills | | .594** | Q6 | **Valid** |
| | | | .783** | Q7 | **Valid** |
| | | | .800** | Q8 | **Valid** |
| | | | .770** | Q9 | **Valid** |
| | | | .784** | Q10 | **Valid** |

Table 1 shows the results of the validity test using SPSS 26, indicating that all questionnaire variables meet the minimum requirements for validity, as the calculated r value is greater than the table r value (0.2681).

Table 2. Reliability Test Results

| **Reliability Statistics** | |
|---|---|
| **Cronbach's Alpha** | N of Items |
| **0,909** | 10 |

Based on Table 2, the results of the reliability test using SPSS 26 indicate that all items in the questionnaire met the minimum requirements for reliability as a research data collection tool. This conclusion is drawn from the Cronbach's alpha value of the variable indicators, which was 0.909 greater than the lower limit of 0.6.

Table 3. Normality Test Results Using the Kolmogrov-Smirnov Formula

| | **Kolmogorov-Smirnov[a]** | | | **Shapiro-Wilk** | | |
|---|---|---|---|---|---|---|
| | ***Statistic*** | ***df*** | ***Sig.*** | ***Statistic*** | ***df*** | ***Sig*** |
| **Guest Lectures** | .151 | 162 | .096 | .878 | 162 | **.007** |
| ***Employability skills*** | **.061** | **162** | **.129** | **.989** | **162** | **.175** |

Table 3 can be seen from the normality test using the Kolmogrov-Smirnov formula with the help of SPSS version 26.0. If significance is > 0.05 then the data is declared normal, if significance is < 0.05 then the data is declared abnormal. The results of the normality test show Asym.sig (2 tailed) for the Guest Lecture variable (X) is 0.096 > 0.05 and the Employability skills variable (Y) has a value of 0.129 > 0.05. These results indicate that the data is normal.

Table 4. Linearity Test Results of Guest Lecture Variables on Employability Skills

| | ***Sum of Squares*** | | | ***df*** | ***Mean Square*** | **F** | ***Sig.*** |
|---|---|---|---|---|---|---|---|
| **Employability skills * Guest Lectures** | Between Groups | (Combined) | 1731.415 | 14 | 123.672 | 23.579 | **.001** |
| | | Linearity | 1636.283 | 1 | 1636.283 | 309.025 | **.018** |
| | | Deviation from Linearity | 95.132 | 13 | 7.318 | 1.382 | **.067** |
| | Within Groups | | 778.363 | 147 | 5.295 | | |
| | **Total** | | **2509.778** | **161** | | | |

Table 4 shows that sig. of deviation from linearity is 0.067. meaning this value is greater than 0.05 (0.067>0.05). Thus, it can be concluded that the relationship between the Guest Lecture variable (X) and the Employability skills variable (Y) is linear.

Table 5. Simple Regression Analysis of Guest Lecture Variables on Employability Skill Variables

| **Coefficients** | | | | | | |
|---|---|---|---|---|---|---|
| **Model** | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| **1** | *Employability skills* | 3,685 | 0,977 | | 3,772 | 0.0 |
| | Guest Lectures | 0,811 | 0,047 | 0,807 | 17,312 | 0.0 |

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Table 5 shows that rcount. 0.811, this figure shows a positive correlation between the guest lecture variable (X) and employability skills (Y). Sig value. (1-tailed) = 0.0 < 0.05 shows a significant effect because 0.0 < 0.05 with a significance level of 5%.

Table 6. Test results of the correlation coefficient and coefficient of determination of the guest lecture variable on the employability skill variable

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| **1** | **.807a** | **0,652** | 0,65 | 2,33652 |

Table 6 shows that the R value is a correlation coefficient where in this case the magnitude is . 0.807. R Square is a square coefficient that is 0.652 = 65%. This means that the magnitude of the influence of the guest lecture variable (X) and the employability skills variable (Y) is 65% and the magnitude of other variables influencing the employability skills variable (Y) or the remaining 35% is influenced by other factors that are not from the guest lecture variable as learning innovation (X) and the employability skills variable (Y).

## DISCUSSION

The main problem in higher education today is the gap between theoretical mastery and readiness for the world of work. The results of this study show that guest lectures serve as a bridge between academic learning and professional reality. Students not only gain conceptual understanding, but also practical insight into industry dynamics, work ethics, professional communication, and real problem solving. The results of this study show that guest lectures as a learning innovation have a strong and significant influence on students' employability skills, with a correlation coefficient of R = 0.807 and a coefficient of determination of R2 = 0.652 (65%). This means that most of the variation in the increase in students' employability skills can be explained by the application of guest lectures in the business law course learning process. This finding confirms that a learning approach that connects students with real-world practitioners makes a real contribution to students' work readiness. A simple regression model shows a regression coefficient of 0.811 with a significance of p < 0.05, indicating a positive and linear relationship between the guest lecture variable and employability skills.

The 65% influence shows that guest lectures are not merely a supplement to learning, but a strategic component in the development of soft skills such as communication, confidence, adaptability, and teamwork, which are employability skills. The remaining 35% is likely influenced by other factors such as organizational experience, internships, intrinsic motivation, and the learning environment. This opens up the possibility that guest lectures should be integrated with other learning strategies for more comprehensive results. These findings are in line with research by Bobrytska et al. (2020), which shows that guest lectures can enrich the curriculum and improve students' professional readiness. An important finding from this study is that guest lectures have been proven to be effective as a sustainable learning strategy, not just as a variation in teaching methods, as practitioner involvement has motivational and cognitive effects. In practical terms, these results show that universities can use guest lectures as a structured pedagogical model, for example through industry-based curricula, regular collaboration with professionals, or the integration of real-life case studies.

## CONCLUSION

Based on the research results and discussion, it can be concluded that there is a significant influence of Guest Lectures on the employability skills of 2023 in Entrepreneurship Study Program students at the Faculty of Economics and Business, Satya Terra Bhinneka University, at 65%.

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