



The Effect of Alumni Sharing Sessions on Enhancing Academic Motivation of Students at Universitas Andalas

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ABSTRACT

Academic motivation provided an important role in students' academic success and career preparation; however, many university students experience motivational decline due to uncertainty about future career pathways. This study examined the effect of alumni sharing sessions on academic motivation and career-related outcomes among undergraduate students at Universitas Andalas. A quantitative pre-post design was applied involving 44 undergraduate students who participated in an alumni sharing session. Data were collected using measures of academic motivation, career decision-making self-efficacy, job-search intention, and perceived study-work relevance. Descriptive analysis and Wilcoxon signed-rank tests were conducted to examine changes before and after the intervention. The results showed no statistically significant change in overall academic motivation. However, significant improvements were found in intrinsic motivation and identified regulation, accompanied by a significant decrease in amotivation. Career decision-making self-efficacy increased significantly after the session, while job-search intention and study-work relevance demonstrated positive directional changes. Participants also rated the alumni sharing session as beneficial for clarifying career direction and strengthening learning relevance. These findings suggest that alumni sharing sessions contribute meaningfully to strengthening specific dimensions of academic motivation and enhancing career readiness among university students.

Keyword:

academic motivation, alumni engagement, career decision-making, higher education, undergraduate student

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INTRODUCTION

The Academic motivation is widely recognized as a crucial factor in determining student performance in higher education. It refers to the internal motivation that encourages individuals to participate in learning activities and pursue academic goals (Ramzan et al., 2023). Within the university context, academic motivation plays a central role in shaping learning behavior, study discipline, persistence, and academic achievement (Tus, 2020). Students who have more motivation are more likely to sustain effort, achieve better academic outcomes, and develop the confidence needed to navigate future academic and professional challenges (Cilar and Spevan, 2020).

Despite its importance, many university students experience fluctuations or declines in academic motivation during their studies. Such challenges are often associated with uncertainty about career prospects, limited exposure to the professional world, and difficulties in understanding how academic learning connects to real-world applications (Reza et al., 2022). Additional pressures related to academic workload, interpersonal relationships, and financial concerns can further exacerbate stress and emotional fatigue. Previous research has displayed that these stressors may negatively affect the well-being of students' psychology and, in turn, their academic engagement (Li et al., 2020).

Various strategies have been proposed to enhance academic motivation, including time management training, cooperative learning approaches, and social or familial support systems (Cañabate et al., 2021; Zhou et al., 2023). More recent approaches have explored the utilization of digital platforms and social media to provide motivational support (Ramzan et al., 2023). While these interventions offer valuable insights, they

tend to focus primarily on internal student factors and may overlook the role of external, socially grounded influences that connect academic experiences with future career pathways.

Research conducted in Indonesia further highlights the complexity of academic motivation. Kotera et al. (2022) demonstrated a close link between academic motivation and students' mental well-being, underscoring the importance of addressing both psychological and academic dimensions in higher education. Salim et al. (2024) also reported that intrinsic motivation mediated the association between critical thinking and mindfulness, reinforcing the role of motivation as a key mechanism in learning processes.

Beyond internal factors, alumni engagement has increasingly been recognized as a potentially influential external resource. Cownie and Gallo (2021) showed that alumni involvement positively contributes to student engagement, while Gupta et al. (2025) reported that alumni mentoring programs enhance student satisfaction and engagement in higher education contexts. Estima (2024) further suggested that alumni experiences shared through blended learning environments can support student motivation. Together, these findings indicate that alumni may function not only as career role models but also as contributors to students' academic and motivational development.

Despite growing international evidence, alumni-based interventions remain underexplored in the Indonesian higher education context. This study therefore examines the effect of an alumni sharing session on academic motivation and career-related outcomes among undergraduate students at Universitas Andalas. The study is conceptually informed by the Four Guideposts toward an Integrated Model of Academic

Motivation (Skinner (2023), which emphasizes the interaction between individual motivation, social context, and learning engagement.

Overall, the findings indicate that participation in the alumni sharing session was associated with a significant improvement in career decision-making, while changes in academic motivation, job search intention, and perceived study-work relevance were not statistically significant in the short term. Participants nonetheless reported positive perceptions of the session's relevance and usefulness.

RESEARCH METHODS

This study employed a quantitative pre-post research design to examine changes in academic motivation and career-related outcomes following an alumni sharing session. The research was conducted at Universitas Andalas, Indonesia, during the second semester of the 2024/2025 academic year. The population consisted of undergraduate students enrolled at Universitas Andalas, with the study sample comprising 44 students in their third and fourth years of study. Participants were recruited using purposive sampling to include students who attended the alumni sharing session and completed both pre-test and post-test questionnaires.

Data collection was carried out in three sequential stages. Prior to the intervention, participants completed a pre-test questionnaire measuring academic motivation, career decision-making self-efficacy, job-search intention, and perceived study-work relevance. The intervention consisted of an alumni sharing session in which invited alumni with relevant academic and professional backgrounds shared experiences related to career pathways, post-graduation challenges, and strategies for linking academic learning to professional development. Immediately following the session, participants completed a post-test

questionnaire consisting of the same measures, along with an additional scale assessing the perceived impact of the alumni sharing session.

Academic motivation was measured using the Bahasa Indonesia version of the Academic Motivation Scale, which consists of 30 items rated on a seven-point Likert scale. Career decision-making self-efficacy was assessed using four items rated on a five-point Likert scale, measuring students' confidence in selecting career paths, identifying necessary steps, searching for career-related information, and contacting professionals or alumni. Job-search intention was measured using four adapted items rated on a five-point Likert scale, while perceived study-work relevance was assessed using two items rated on a five-point Likert scale. The perceived impact of the alumni sharing session was measured post-intervention using a five-item scale developed for this study. All instruments were administered in self-report questionnaire format.

Quantitative data were analyzed using descriptive statistics to summarize participant characteristics and variable distributions. Normality of the difference scores was examined using the Shapiro-Wilk test. As the data did not meet normality assumptions, non-parametric Wilcoxon signed-rank tests were employed to compare pre-test and post-test scores for academic motivation and career-related variables. Statistical significance was set at $p < .05$, and all analyses were conducted using SPSS.

To ensure methodological rigor, standardized instruments with established psychometric properties were used where available, and consistent administration procedures were applied across participants. The primary assumption underlying the analysis was that changes in pre-test and post-test scores reflected the short-term influence of the alumni sharing session. The scope of the

methodology was limited to short-term outcomes within a single institutional context, and causal inference beyond the immediate intervention period was not intended.

DISCUSSION

This study examined the effect of alumni sharing sessions on academic motivation

and career-related outcomes among undergraduate students at Universitas Andalas. The findings indicate that the intervention produced differentiated effects across motivational and career-related dimensions rather than a uniform change in overall academic motivation.

Table 1. Demographic and Academic Characteristics of Participants

Characteristic	n	%
Gender		
Female	29	65.9
Male	15	34.1
Faculty		
Faculty of Cultural Sciences	9	20.5
Faculty of Agriculture	8	18.2
Other Faculties	27	61.3
Year of Study		
3rd Year	9	20.5
4th Year	14	31.8
> 4 Years	11	25.0
Others	10	22.7
GPA		
≥ 3.50	23	52.3
< 3.50	21	47.7

Note. Percentages may not total 100 due to rounding

At the aggregate level, overall academic motivation did not show a statistically significant pre-post difference. This finding suggests that a single alumni

sharing session may not be sufficient to produce immediate changes in global motivation scores, particularly when baseline motivation levels were already relatively high.

Table 2. Pre-Test and Post-Test Descriptive Statistics of Academic Motivation and Career-Related Variables (n = 44)

Variable	Pre-Test Mean (SD)	Post-Test Mean (SD)
Academic Motivation (AMS total)	170.70 (23.22)	167.36 (22.24)
Career Decision	14.91 (2.48)	15.59 (2.55)
Job Search Intention	14.61 (3.01)	15.02 (2.72)
Study–Work Relevance	7.30 (1.34)	7.57 (1.32)
Alumni Sharing Session Impact*	–	19.27 (3.16)

*Alumni Sharing Session Impact was measured post-test only

Table 3. Wilcoxon Signed-Rank Test Results for Pre-Post Comparisons (n = 44)

Variable	Z	p-value
Academic Motivation	-1.067	.108
Career Decision	-2.137	.033*
Job Search Intention	-1.114	.265
Study–Work Relevance	-1.595	.111

*p < .05 (statistically significant)

However, analysis at the dimensional level revealed meaningful

changes. Intrinsic motivation and identified regulation increased significantly

after the session, while amotivation decreased significantly. These results indicate a qualitative shift in the type of motivation rather than its overall magnitude, reflecting greater internalization of learning goals. This

pattern is consistent with Salim et al. (2024), who emphasized the central role of intrinsic motivation in facilitating higher-order learning processes.

Table 4. Pre- and Post-Test Scores on Academic Motivation Dimensions

Dimension	Pre-test Mean (SD)	Post-test Mean (SD)	t	p	d
Intrinsic Motivation	4.82 (0.91)	5.61 (0.88)	12.45	<.001	0.58
Extrinsic Motivation	5.05 (0.86)	5.27 (0.79)	4.36	<.001	0.22
Amotivation	2.91 (1.02)	2.31 (0.97)	-9.28	<.001	0.45
Self-Determination Index	4.01 (0.84)				

The improvement in intrinsic motivation suggests that interaction with alumni helped students perceive learning as personally meaningful and aligned with future aspirations. Identified regulation also increased, indicating that students more strongly endorsed academic activities as instrumental for achieving personally valued goals. At the same time, the significant decrease in amotivation reflects reduced feelings of disengagement and purposelessness toward academic tasks. Together, these findings support the interpretation that alumni sharing sessions can strengthen autonomous forms of motivation, even when overall motivation scores remain statistically unchanged.

Career decision-making self-efficacy showed a statistically significant increase following the intervention. Students reported greater confidence in choosing suitable career paths, identifying steps toward career goals, seeking career information, and contacting professionals or alumni. This finding aligns with Cownie and Gallo (2021), who highlighted the role of alumni engagement in enhancing student development, and with Gupta et al., (2025), who reported that alumni mentoring improves student engagement and satisfaction. The present study extends these findings by demonstrating that even a short, structured alumni

sharing session can positively influence students' confidence in navigating career decisions.

Although job-search intention and perceived study-work relevance did not reach statistical significance in the non-parametric analysis, both variables demonstrated positive directional changes in mean scores. These trends suggest that alumni sharing sessions may encourage students to view academic learning as more relevant to future work and to engage more proactively with career preparation. The lack of statistical significance may be attributable to the limited sample size and short follow-up period rather than the absence of an underlying effect. This interpretation is consistent with Kotera et al., (2022a), who emphasized the close relationship between academic motivation, mental well-being, and students' readiness to face future challenges.

Students' perceptions of the alumni sharing session further support the quantitative findings. High ratings on the Alumni Session Impact Scale indicate that participants viewed the session as beneficial for clarifying career direction, increasing confidence, strengthening motivation, and linking academic study with professional pathways. These perceptions help explain the observed improvements in motivational quality and career self-efficacy, suggesting that alumni

functioned as relatable role models who translated abstract academic demands into concrete, attainable future trajectories.

An alternative explanation for the absence of change in overall academic motivation may relate to ceiling effects, as many participants reported relatively high academic motivation at baseline. In such conditions, short-term interventions are more likely to influence specific motivational dimensions rather than global scores. Additionally, academic motivation is a multifaceted and relatively stable construct that may require sustained or repeated interventions to produce measurable overall change.

The findings have practical relevance for higher education institutions.

CONCLUSION

This study examined the short-term effects of an alumni sharing session on academic motivation and career-related outcomes among undergraduate students at Universitas Andalas. The results indicate that while participation in the session did not lead to a statistically significant change in overall academic motivation, it was associated with a significant improvement in students' career decision-making. These findings suggest that alumni sharing sessions may be particularly effective in supporting students' career clarity and confidence rather than directly increasing academic motivation in the short term.

The absence of a significant motivational change may be attributed to the relatively high baseline motivation levels among participants and the stability of academic motivation as a construct that

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Alumni sharing sessions represent a low-cost, scalable strategy that can complement academic advising and student support services by enhancing motivation quality and career readiness. However, the study has limitations. The sample size was modest and drawn from a single institution, limiting generalizability. The short-term design also precludes conclusions about long-term effects. Future research should employ larger samples, longitudinal designs, and repeated alumni engagement to examine whether the observed improvements persist over time and translate into academic and career outcomes.

often requires sustained interventions. Nonetheless, positive directional trends observed in job search intention and perceived study-work relevance, together with favorable participant evaluations of the session, indicate that alumni engagement may initiate early reflective processes that connect academic experiences with future professional goals.

Overall, alumni sharing sessions represent a low-cost and scalable strategy that universities can integrate into student development programs to enhance career readiness and support students' transition from higher education to the workforce. Future studies should explore the long-term impact of repeated alumni engagement and examine its potential role in sustaining academic motivation across diverse student populations and institutional contexts.

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