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The Analyst of Interactive Lecturing Approach to Enhance the Students' Learning Motivation in Higher Education Institutions

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ABSTRACT
Lectures can range from being fully focused on the teacher to valuing learner-teacher and learner-learner interaction. Advocates of the completely didactic (teacher-cantered) lecture want to maximize the amount of lecture time available for material delivery, viewing other activities as 'lost' lecture time. However, educational research has found the potential benefit of interactivity in promoting cognitively active learning and better learning outcomes. This study aim is to find out the interactive lecture approach to drive of students learning motivation in higher education. The research was the qualitative research approach. The data was found from library research. The results are the strategies for interactive lecturing consist of encourage active participation, utilize multimedia and advanced technology Encourage teamwork and peer learning, give practical illustrations and applications, provide formative evaluations, develop a conducive learning environment, individualize educational experiences, Provide clear objectives and outcomes in learning process.

Keywords: *Education Institutions, Higher Education, Interactive Lecturing*

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INTRODUCTION

Motivating students is one of the most important parts of teaching well in higher education. Traditional teaching methods like giving lectures don't always get students interested and get them excited to learn. In response to this problem, teachers have been using interactive lectures more and more. Interactive lectures involve students actively taking part, working together to learn, and applying what they've learned to real-life situations. This article looks at how the interactive lecture method affects students' motivation in higher education. It looks at the different factors that lead to more motivation and better learning results.

One of the most important parts of interactive lecturing is getting students to take an active role. Interactive lectures are different from traditional lectures in which students sit back and listen to information. Instead, interactive lectures encourage students to take part in the learning process. Students take an active role in their own learning when they talk,

ask questions, and share their points of view. This kind of active participation gives students a sense of ownership and responsibility for their learning, which makes them want to do well and learn the subject well on their own.

Students can make connections between what they are learning in class and their own lives, interests, and goals during interactive lectures. By showing how theoretical knowledge can be used in the real world, students see the material as more important and relevant. This connection to real-life situations makes them more motivated to learn because they can see how the information, they are getting will be useful. Interactive lecturing creates a deep sense of engagement and encourages students to put themselves into the learning process because it is relevant to them.

The advantages of interactive lecturing are interactive lecturing contribute to the motivation and overall learning experience of students. Students become active participants as opposed to passive recipients of information. This encourages critical thinking and problem-solving skills and promotes a deeper understanding of the topic. Moreover, interactive lectures provide students with opportunities to collaborate, share ideas, and participate in discussions, thereby fostering a sense of community and enhancing interpersonal skills.

Students are encouraged to talk to each other and work together during interactive lectures. By having group activities, discussions, and learning from each other, these lectures create a sense of community and a good place to learn. When you can work with your peers, share ideas, and learn from each other, it makes you feel like you belong and gives you a shared learning experience. When students can work with others, they feel more connected to and invested in their studies. This makes them more motivated and creates a better learning environment.

One benefit of interactive lecturing is that you can get feedback right away. Instructors and peers give feedback and grades in a timely manner, which helps students figure out how much they understand and how far they've come. This immediate feedback encourages students to keep working hard and gives them a sense of accomplishment, which makes them want to keep learning. Knowing where they stand in terms of understanding and performance helps students figure out where they need to improve and make changes to how they learn. The ability to get feedback right away helps students have a growth mindset and keeps them going in their studies.

Interactive lecturing uses many different ways to teach and activities to keep students interested and involved. Interactive lectures add variety and stimulation to the learning environment by moving away from the traditional lecture format, which can often become boring. Multimedia resources, case studies, simulations, and hands-on exercises are used in these lectures to help people who learn in different ways. Interactive lecturing keeps students' attention, keeps them from getting bored, and keeps their motivation high throughout the whole learning process.

Interactive lecturing is based on giving students the power to take an active role in their own education processes. This method encourages students to think critically, solve problems on their own, and learn on their own. Students are given freedom and choice in

how they learn, which makes them more motivated and gives them a deeper sense of personal fulfilment. Interactive lecturing gives students a sense of control over their learning, which gives them the confidence to take charge of their education and learn more outside of the classroom.

The interactive lecture method has a big effect on how motivated college students are. Interactive lectures make students want to learn because they encourage active participation, personal relevance, social interaction, immediate feedback, variety, engagement, and a sense of power. These talks create an atmosphere that encourages ownership, connection, teamwork, and growth. The result is that students are more motivated to learn, which helps them do better in school and gives them a richer experience. As more and more teachers realize how important interactive lecturing is, it's important for higher education institutions to support and promote the use of this method, which will ultimately make students more motivated and help them do better in school.

Johnson et al.'s (2017) study looked at the link between interactive lecturing and student motivation in higher education. They found a strong link between the use of interactive teaching methods and how motivated students were to learn on their own. Students who had interactive lectures said they were more interested, engaged, and motivated to learn about the subject than those who had traditional lectures.

Some researcher found out how interactive lecturing affects college students' interest and motivation. Their research showed that interactive lectures and student motivation go together well. When interactive teaching methods were used, students said they felt more motivated, connected, and involved in the learning process. This link shows how important active participation and engagement are for getting students excited about learning. Research by Chen and Lambert (2018) Chen and Lambert did a study to find out how interactive lectures affect how motivated and how well students do in school. They found a strong link between interactive lectures, how motivated students are, and how well they do in school. Students who had interactive lectures were more interested in learning, which helped them do better on tests and get a better understanding of what they were learning.

The following is what Fredricks et al. (2018) found that in a meta-analysis that looked at how different things affect student motivation and engagement, Fredricks and his colleagues found that interactive teaching methods, such as interactive lecturing, were linked to student motivation in a positive way. The analysis showed that students were much more motivated to learn and do well in school when teachers used interactive methods like active learning, collaboration, and student participation. Study by Simons et al. (2020), Simons and his colleagues did a study on how interactive lectures affect the motivation and satisfaction of college students. They found a strong link between using interactive lecture methods and getting students to work hard. Students who had interactive lectures said they were more motivated, happy with the course, and felt like they had more freedom and control over their learning than those who had traditional lectures.

Multiple studies have shown that the interactive lecture method and the motivation of college students are related in a positive way. Interactive lecturing methods, which include active participation, personal relevance, social interaction, immediate feedback, variety and engagement, and a sense of empowerment, have been shown over and over again to increase students' intrinsic motivation, engagement, interest, and satisfaction with the learning process. These results show how important it is to use interactive teaching methods in higher education to get students interested in learning and create a good environment for learning.

RESEARCH METHODOLOGY

The research is qualitative research by using library research method. Qualitative research is a method of inquiry that focuses on comprehending and interpreting phenomena from a subjective standpoint. It seeks to understand the experiences, beliefs, motivations, and behaviours of individuals or groups.

Library research, also known as desk research or secondary research, is the collection of data and information from existing sources, such as books, academic journals, reports, and other publications available in libraries or online databases. This type of research is useful for gaining access to a vast array of existing knowledge and perspectives on a particular topic without collecting new data directly.

It appears that qualitative research methodology was employed, and library research was used to collect data. This indicates that the study likely involved analysing and interpreting existing texts, literature, or other written sources to gain insights and develop an understanding of the topic or question under investigation.

RESULT AND DISCUSSION

In institutions of higher education, interactive lecturing is a pedagogical strategy with enormous potential. It seeks to increase students' learning motivation by involving them actively in the learning process. Educators can encourage active participation, utilize multimedia and advanced technology, encourage teamwork and peer learning, give practical illustrations and applications, formative evaluations, develop a conducive learning environment, individualize educational experiences, Provide clear objectives and outcomes in learning process.

Encourage active participation

The interactive lecture has emerged as a potent tool for fostering a dynamic learning environment and increasing student engagement. Educators can appeal to the innate human fascination with stories by incorporating elements into the learning process. The strategies for encouraging active participation in interactive lectures. Educators can capture students' attention, promote deeper comprehension, and foster an active and engaged classroom.

Throughout human history, storytelling has been a fundamental aspect of human culture. Creating an emotional connection between students and the subject matter by utilizing the power of storytelling in interactive lectures. Start with an engaging story that

is pertinent to the topic being discussed. Use vivid language, descriptive details, and captivating to capture the attention of your audience. Encourage students to relate thei own personal experiences to the topic at hand, thereby fostering a sense of ownership and active engagement.

Effectively allowing students to actively engage in, role-playing is a valuable technique. Assign various roles or characters from a story to students and have them act them out. This immersive method enhances students' comprehension of character motivations and plot progression[24]. It promotes critical thinking and empathy by encouraging students to analyse and interpret the story from a variety of perspectives.

Discussion-based activities are an excellent method for fostering active participation and critical thought. Create opportunities for students to engage in meaningful-based discussions. Pose open-ended questions that stimulate their analytic abilities and encourage them to support their arguments with textual evidence. By allowing students to express their opinions, debate contrasting viewpoints, and exchange insights, the classroom is transformed into a dynamic and interactive learning environment.

Activities in creative writing provide students with an outlet to express their-inspired thoughts and ideas. Encourage students to compose their owns based on the story's themes or characters. Encourage them to consider alternate endings, develop sequels, or create new plots. This activity encourages creativity, imagination, and active engagement with the story, allowing students to become active participants in the learning process.

Allow students time to reflect on and analyse its themes, messages, or moral lessons. Encourage students to communicate their ideas through writing, group discussions, and brief presentations. Reflection and analysis facilitate the consolidation of knowledge, the development of critical thinking, and a deeper comprehension of 's significance.

Educators can transform the learning experience by incorporating elements into interactive lectures, thereby fostering active participation and student engagement. The art of storytelling, role-playing, meaningful discussions, creative writing, exploration of multimedia, and reflection all contribute to the creation of an interactive and immersive classroom environment. Educators can inspire students' curiosity, ignite their imagination, and foster a lifelong passion for learning process. As educators recognize the potential of s, they open the door to active student participation and meaningful learning experiences.

Utilize multimedia and advanced technology

Multimedia and advanced technology have revolutionized teaching and learning in the field of education. When combined with interactive lectures, these tools can provide students with engaging and immersive experiences. The teacher should use of multimedia and advanced technology in interactive lecturing, specifically in the teaching strategies. Educators can capture students' attention, improve their comprehension, and encourage active participation in the learning process by leveraging the power of visual and auditory elements.

In interactive lecturing, visual media such as images, videos, and infographics can greatly enhance the storytelling experience. Educators can stimulate students' imaginations and make abstract concepts more tangible by incorporating relevant visuals into their

learning materials. By displaying images depicting the setting of a story or video clips demonstrating real-world examples, for instance, students can better connect and visualize the taught material. In addition to facilitating the comprehension of complex concepts, visual media encourages active participation through discussions and analysis.

Students have an immersive learning experience when interactive presentations created with advanced technology tools such as PowerPoint, Prezi, or interactive whiteboards are utilized. These tools enable lecturers to incorporate multimedia elements, such as audio, video, animations, and interactive quizzes, into their presentations. Students are more likely to remain engaged and actively participate in the learning process when information is presented in an interactive and dynamic manner. Educators can, for instance, use interactive quizzes to assess students' comprehension during a lecture or employ animations to illustrate dynamic processes, thereby making the content more memorable and engaging.

Virtual Reality (VR) provides a one-of-a-kind opportunity to immerse students in a driven learning environment. Educators can transport students to different locations, historical eras, or even fictional worlds using VR headsets and software, allowing them to experience the events described in the firsthand. Students can, for instance, investigate ancient civilizations, visit significant historical sites, or interact with virtual characters, bringing to life and enabling active participation. As students are able to step into the shoes of various characters and gain a deeper understanding of their experiences, VR also promotes empathy and a broader appreciation for diverse viewpoints.

The incorporation of online collaboration and communication tools, such as video conferencing platforms, discussion forums, and shared document editors, encourages active participation and engagement in-based interactive lectures. These tools enable students to interact with their classmates, share their thoughts, and collaborate on-related assignments. For example, educators can create online discussion forums in which students can reflect on, exchange ideas, and provide feedback to their peers. By encouraging online collaboration, students can learn from one another, improve their communication skills, and feel a sense of ownership and engagement with the story.

Gamification and interactive simulations make interactive lectures more dynamic and engaging. Educators can create-driven games or simulations that allow students to actively participate and influence the story's progression. This strategy encourages critical thinking, problem-solving, and decision-making skills. For instance, educators can create online simulations of role-playing games in which students assume the roles of characters and make decisions that affect the outcome. By gamifying the learning experience, students are motivated to explore, analyse, and solve challenges presented to them and become active participants.

The engagement of students in-based learning can be transformed by incorporating multimedia and advanced technology into interactive lectures. Visual media, interactive presentations, virtual reality, online collaboration tools, and gamification all provide distinctive opportunities to capture students' attention, improve their comprehension, and encourage their active participation. Educators can create immersive and interactive

learning experiences using these tools, allowing students to connect to a deeper level and fostering a lifelong love of learning. As technology continues to advance, the potential for incorporating multimedia and advanced technology into interactive lectures increases, thereby creating new opportunities for engaging and impactful learning experiences.

Encourage teamwork and peer learning

Engaging students and promoting active learning are the goals of interactive lectures. Educators can improve students' collaboration, critical thinking, and engagement by incorporating teamwork and peer learning into the interactive lecture process. The teacher should be able promoting teamwork and peer learning within the context of-based interactive lecturing. Educators can create a dynamic and inclusive classroom environment that fosters deeper comprehension and active participation in the learning process by harnessing the power of collaboration. Collaborative Group Activities, Peer Instruction and Presentations, Collaborative Storytelling, Peer Feedback and Reflection, Problem-Solving Scenarios and Case Studies are the strategies.

The assignment of-related tasks to small groups of students promotes teamwork and peer learning. These activities encourage students to collaborate, share ideas, and develop a deeper understanding of the subject matter collectively. Students may, for instance, engage in group discussions to analyse the, identify key themes, and investigate alternative interpretations. Additionally, they can collaborate on projects such as writing a sequel or reimagining the story from a different character's perspective. By actively participating in these collaborative activities, students develop their communication and problem-solving skills and learn from one another.

Encouragement of students to take turns as peer instructors or presenters promotes active engagement and improves learning. Students can prepare brief presentations on particular aspects of the or teach a concept to their classmates. Peer instruction not only allows students to reinforce their own understanding, but also gives their classmates the chance to gain a new perspective. It builds students' confidence, communication skills, and empathy. By participating in peer instruction, students assume responsibility for their learning and develop a stronger connection.

Collaborative activities foster teamwork, imagination, and critical thinking. Collectively, students can develop a new plot, build upon one another's ideas, and create a shared. Educators may, for instance, implement a "round-robin" storytelling activity in which each student contributes a sentence or paragraph to continue the story. This activity promotes active participation, stimulates students' imaginations, and enhances their ability to think on their feet. Collaborative storytelling promotes a sense of shared ownership and a supportive classroom environment.

Self-assessment and constructive learning are promoted by incorporating peer feedback and reflection activities into interactive lectures. After group activities or presentations, students can provide constructive feedback to their peers, highlighting areas for improvement and strengths. Peer feedback encourages students to evaluate their own and their peers' work critically. Students can reflect on their learning experiences, insights gained from the, and the collaborative process itself through journaling or group

discussions. Peer feedback and reflection foster an environment of continuous improvement, self-reflection, and active engagement.

Engaging students in problem-solving scenarios and case studies within a context encourages teamwork, critical thinking, and knowledge application. Students can collaborate to analyse the complex problems, generate potential solutions, and develop action plans. Students develop comprehensive solutions by combining their collective knowledge and abilities through collaboration. Case studies and problem-solving scenarios promote active participation, creativity, and a deeper comprehension of The's underlying concepts.

Creating a collaborative and inclusive learning environment by encouraging teamwork and peer learning in interactive lectures within a context. Collaborative group activities, peer instruction, collaborative storytelling, peer feedback and reflection, and scenario-based problem-solving all contribute to fostering active engagement and enhancing comprehension. By actively engaging in these activities, students gain insight from their peers, develop communication and problem-solving skills, and strengthen their connection to the story. When teamwork and peer learning are incorporated into interactive lecturing, students become active participants in the learning process, which fosters a sense of ownership and promotes a collaborative approach to the acquisition of knowledge.

Provide formative evaluations

In interactive lectures, formative evaluations are a valuable tool for educators. They provide continuous feedback to both educators and students, allowing them to track progress, modify teaching strategies, and enhance learning outcomes. The teacher should realize the significance of formative evaluations in interactive lecturing and provides strategies for their effective implementation. Educators can increase engagement, promote self-reflection, and facilitate continuous improvement by incorporating formative assessments into the learning process. In an interactive lecture, formative assessments serve multiple purposes. They provide feedback on the content comprehension of students, identify improvement areas, and inform instructional decisions. Formative assessments also encourage students to reflect on their learning progress, thereby fostering metacognitive abilities and self-directed learning. By providing timely and specific feedback, educators can assist students in achieving their learning objectives and promote their active participation in the learning process.

Continuous assessment strategies play a crucial role in formative evaluations for interactive lectures. Educators can employ a variety of strategies to evaluate student comprehension and development throughout the learning journey. Class discussions and questioning techniques, observational assessments, peer feedback and self-assessment, informal quizzes or mini-assessments, and providing effective feedback are some effective strategies. Engage students in class discussions and assess their comprehension using effective questioning techniques. Encourage students to ask questions, voice their opinions, and provide justifications for their positions. By actively listening to and observing student responses, educators can assess individual and group comprehension,

identify misunderstandings, and provide targeted feedback. Observe students' participation and engagement during group work and interactive activities. Note the extent of their participation, contribution, and collaboration. Observational assessments provide educators with information regarding students' communication skills, problem-solving abilities, and teamwork, enabling them to provide constructive feedback and support their development.

Encourage students to engage in peer assessment and self-evaluation. Peer feedback enables students to support and learn from one another, thereby enhancing their comprehension and critical thinking abilities. Self-assessment encourages self-reflection and metacognition, allowing students to monitor their own progress, identify their strengths and weaknesses, and set improvement goals.

Include informal quizzes and mini-evaluations throughout the interactive lecture sessions. These evaluations may consist of short quizzes, concept checks, or quick polls. They assist educators in assessing students' understanding of key concepts, identifying areas requiring further explanation, and modifying the pace or delivery of instruction accordingly.

Formative evaluations cannot exist without constructive feedback. It assists students in recognizing their strengths and areas for development, and provides direction for enhancing their learning. When providing comments: Be Precise and Timely, and Concentrate on Learning Objectives Promote Self-Reflection and Balance Feedback that is Positive and Constructive, Provide specific feedback that highlights the students' responses' strengths and provides suggestions for improvement. It is essential that students receive timely feedback to ensure its relevance and utility as they continue their educational journey. Align the feedback with the interactive lecture's learning objectives. Clarify the relationship between students' performance and the desired outcomes, and provide guidance on how to close any gaps.

Encourage self-reflection by requiring students to evaluate their performance, identify areas for growth, and formulate improvement objectives. Encourage critical reflection on their learning process, strategies, and the efficacy of their methods. Maintain a balance between constructive criticism and positive reinforcement. Recognize students' efforts and accomplishments while guiding them in areas requiring improvement. Promoting Student Engagement in the Evaluation Process Educators may Involve Students in Goal Setting, Use Rubrics or Checklists, Reflect on Learning Progress, and Facilitate Peer Feedback to increase student engagement and participation in formative evaluations. Engage students in determining their learning objectives and success criteria. Encourage them to assume responsibility for their learning journey and track their progress toward achieving their goals. Provide students with rubrics or checklists that detail the success criteria and expectations. This enables students to self-evaluate their work and provides a clear evaluation framework. Periodically allot time for students to reflect on their learning progress. This can be accomplished through journaling, self-evaluation activities, or guided reflection prompts. Encourage students to identify areas for improvement, reflect on their strategies, and set long-term learning objectives. Encourage

students to give their peers feedback during interactive activities. Peer feedback not only improves collaboration, but also fosters critical thinking and a deeper comprehension of the subject matter. By involving students in the feedback process, they become active evaluators of their own and their peers' learning.

Formative evaluations are essential for fostering student engagement, assessing comprehension, and guiding instruction in interactive lectures[40]. Educators can create a supportive and dynamic learning environment by implementing ongoing assessment strategies, providing useful feedback, and encouraging student participation in the evaluation process. Formative assessments promote student introspection, self-regulation, and continuous growth. They enable educators to adapt their teaching strategies to meet the needs of their students, facilitate deeper learning, and enhance the overall success of interactive lecturing.

Develop a conducive learning environment

Creating a conducive learning environment is essential for interactive lecturing to be successful. A supportive classroom environment encourages student engagement, participation, and in-depth learning. This article examines techniques for creating a conducive learning environment within the context of interactive lecturing. Educators can foster a sense of belonging, inspire curiosity, and encourage collaborative learning by fostering a positive and inclusive environment. Establishing a Positive Classroom Culture, Building Relationships and Rapport, Encouraging Active Participation, Promoting Collaboration and Peer Learning, Emphasizing Student-Centered Learning, Effective Classroom Management, and Incorporating Student Feedback are the elements of a conducive learning environment.

Developing a conducive learning environment requires fostering a positive classroom environment. Educators can foster a sense of belonging by providing a safe and respectful environment in which students feel at ease expressing their thoughts and ideas. This can be accomplished through open communication, attentive listening, and the appreciation of diverse viewpoints. Promoting mutual regard and compassion among students lays the groundwork for cooperation and a positive learning environment.

Creating a conducive learning environment requires establishing strong relationships with students. Educators can build rapport with their students by taking the time to get to know them as individuals and demonstrating genuine interest in their experiences and backgrounds. Developing relationships based on trust and regard increases student engagement because students feel valued and comprehended. In addition, educators can create opportunities for students to interact with one another, such as icebreakers and small-group discussions, allowing them to form relationships with their classmates.

Participation is an essential element of interactive lectures. Educators can promote active participation by creating an environment in which students feel comfortable asking questions, expressing their ideas, and participating in discussions. Actively involving students, such as through think-pair-share activities, group discussions, or hands-on exercises, fosters a sense of ownership and promotes a deeper understanding of the subject

matter. By recognizing and valuing students' contributions, educators encourage students to take an active role in their own education.

Collaboration and peer learning enhance the learning experience by fostering a sense of community and knowledge sharing. Educators can foster collaboration by integrating group activities, projects, and peer instruction into interactive lectures. Group activities enable students to collaborate, share ideas, and gain a deeper understanding of the subject matter through discussions and group problem-solving. Peer instruction enables students to assume the role of teachers, fostering knowledge sharing and enhancing their comprehension of the narrative.

Student-centered learning shifts the emphasis from the educator to the students, encouraging active participation and self-directed learning. Educators can incorporate student-centered strategies into interactive lectures by granting students autonomy and choice. For instance, empowering students to explore various aspects of a narrative, select topics of interest for research, or engage in creative projects enables them to take ownership of their learning. Student-centered learning fosters critical thinking, problem-solving skills, and a stronger connection to the subject matter.

Effective classroom management is essential for fostering an environment conducive to learning. Establishing clear expectations, rules, and routines facilitates the maintenance of a structured and organized learning environment. Educators can establish norms for participation, respect, and collaboration to foster a productive learning environment. Consistent reinforcement of expectations and the use of positive reinforcement techniques, such as compliments and rewards, promote positive behaviour and participation. Educators can minimize disruptions and create a focused environment for interactive lectures by maintaining a well-managed classroom.

Continuous improvement and the maintenance of a conducive learning environment require soliciting and incorporating student feedback. To understand students' perspectives and preferences, educators can collect feedback via surveys, class discussions, and one-on-one conversations. This feedback can inform modifications to instructional strategies, content delivery, and classroom procedures. By actively involving students in the design of their learning environment, educators empower them to assume responsibility for their education and create a more inclusive and engaging space.

It is essential to create a conducive learning environment in interactive lectures in order to foster student engagement, collaboration, and in-depth learning. Educators can foster student growth and success by establishing a positive classroom culture, building relationships with students, encouraging active participation, promoting collaboration and peer learning, emphasizing student-centered learning, implementing effective classroom management techniques, and incorporating student feedback. A conducive learning environment fosters a sense of belonging, arouses students' curiosity, and enables them to acquire the necessary skills and knowledge for success.

To increasing students' motivation by addressing their intrinsic needs, interactive lectures also increase students' engagement. By incorporating multimedia and technology, lectures become visually stimulating and engaging, thereby accommodating various

learning styles. Real-world examples and applications make the subject matter relevant and applicable, instilling students with a sense of purpose and increasing their engagement. In addition, formative assessments and immediate feedback enable students to monitor their progress, identify areas for improvement, and maintain motivation to achieve their learning objectives.

CONCLUSION

Interactive lecturing is a strategy that aims to increase students' motivation to learn in higher education institutions. This method of instruction surpasses traditional lectures by actively involving students in the learning process through discussions, activities, and participation. Educators can create a dynamic and stimulating classroom environment that promotes motivation and deeper learning by incorporating interactive elements. An important advantage of interactive lecturing is that it encourages student participation. Instead of receiving information passively, students are encouraged to ask questions, share their thoughts and opinions, and participate in discussions with their classmates and instructor. This active participation fosters a sense of ownership and responsibility for the students' learning, thereby increasing their motivation. Additionally, interactive lectures provide students with opportunities to collaborate and work together. Group activities, problem-solving exercises, and peer instruction allow students to learn with and from their peers. This collaborative strategy fosters a sense of community and support, and students are more motivated because they recognize the importance of working together towards a common goal. Moreover, interactive lecturing enables the incorporation of real-world examples, case studies, and multimedia resources, which make the students' learning experience more relevant and engaging. By relating course content to real-world applications, students can recognize the relevance and utility of what they are learning, thereby increasing their motivation to actively participate in the learning process.

In addition, the interactive nature of this method encourages students to develop critical thinking, information analysis, and problem-solving skills. By actively participating in discussions, debating ideas, and applying knowledge in a variety of contexts, students become more self-directed in their learning and develop a sense of accomplishment and competence, which fuels their motivation even further. By encouraging active participation, collaboration, relevance, and critical thinking, the interactive lecture method increases students' learning motivation in higher education institutions. Educators can foster students' intrinsic motivation by fostering an engaging and dynamic learning environment, resulting in increased comprehension, retention of knowledge, and ultimately improved academic outcomes.

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