



Arabic Language Learning Design ARCS Model (Attention, Relevance, Confidence, and Satisfaction) John Keller's Perspective

Fevi Octaria¹, Erlina*

Institut Agama Islam Negeri Curup, Indonesia

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Fevioctaria0@gmail.com, erlina@stain-madina.ac.id²

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*Corresponding author

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ABSTRACT

The lack of student motivation in learning Arabic is something that needs to be found a solution. This is due to the need to create passionate and enjoyable learning. This research aims to 1). describe the nature of ARCS-based learning design in Arabic subjects, 2). Describe the syntax of the ARCS model in Arabic language learning. This research uses a qualitative approach to the type of library research with analytical descriptive methods. The findings of this research are 1) Arabic language learning design John Keller's ARCS model (Attention, Relevance, Confidence, and Satisfaction) is a motivation-based learning model based on a humanistic approach and behavioristic learning theory. The ARCS model is a model that does not stand alone but is implemented in integrated learning with other methods. 2) The learning syntax in the Attention model is how a teacher attempts to attract students' attention and maintain that attention and create curiosity. The learning syntax in the Relevance model is how a teacher attempts to adapt Arabic lesson material to students' daily lives. The learning syntax in the Confidence model is how a teacher attempts to create students' self-confidence in learning Arabic. Meanwhile, the learning syntax in the Saticfaction model is how the teacher attempts to provide rewards and reinforcement to create a sense of satisfaction for students in learning Arabic.

مستخلص البحث

إن نقص دافعية الطلاب لتعلم اللغة العربية هو أمر يجب إيجاد حل له. ويرجع ذلك إلى الحاجة إلى خلق تعلم عاطفي وممتع. ويهدف هذا البحث إلى (١). وصف طبيعة تصميم التعلم القائم على ARCS في المواد العربية، (٢). وصف بناء جملة نموذج ARCS في تعلم اللغة العربية. يستخدم هذا البحث منهجًا نوعيًا لنوع البحث المكتبي باستخدام الأساليب الوصفية التحليلية. نتائج هذا البحث هي (١) تصميم تعلم اللغة العربية نموذج جون كيلر ARCS (الانتباه والملاءمة والثقة والرضا) هو نموذج تعليمي قائم على التحفيز يعتمد على منهج إنساني ونظرية

تعلم سلوكية. نموذج ARCS هو نموذج ليس قائمًا بذاته ولكن يتم تنفيذه في التعلم المتكامل مع طرق أخرى. (٢) بناء جملة التعلم في نموذج الانتباه هو كيف يحاول المعلم جذب انتباه الطلاب والحفاظ على هذا الاهتمام وخلق الفضول. إن بناء جملة التعلم في نموذج الملاءمة هو كيف يحاول المعلم تكييف مادة درس اللغة العربية مع حياة الطلاب اليومية. إن بناء جملة التعلم في نموذج الثقة هو كيف يحاول المعلم خلق الثقة بالنفس لدى الطلاب في تعلم اللغة العربية. وفي الوقت نفسه، فإن بناء جملة التعلم في نموذج Satisfaction هو كيف يحاول المعلم تقديم المكافآت والتعزيزات لخلق شعور بالرضا للطلاب في تعلم اللغة العربية.

الكلمات الرئيسية مهارة الكتابة، اللغة العربية، مدرسة المتوسطة الإسلامية

INTRODUCTION

The mindset regarding Arabic is a language that is difficult for students in Indonesia to learn because Arabic is a second language or not their mother tongue, which is something that cannot be easily eliminated. This mindset creates problems in learning Arabic, both external and internal (Zakiatunnisa et al., 2020). The most prominent external factor is the high affective filter in the acquisition of Arabic as a second language. The affective filter can be in the form of fear, anxiety, lack of confidence, lack of interest and lack of high motivation in learning Arabic (Wang, 2020). Students' feelings of fear, anxiety and lack of confidence are not necessarily caused by themselves. Sometimes these feelings often arise after receiving negative responses from both educators (Nelly, 2021) and other students in the learning process.

Lack of motivation and interest in learning Arabic can also be caused by external factors from students such as pressure from parents to take Arabic majors, differences in student abilities in learning Arabic so that students with low abilities feel inferior to students with higher abilities. In addition, there is also a factor of basic previous knowledge in a student. Students who have not previously studied Arabic in depth while they are faced with the Arabic language learning process with high material. This is a major obstacle faced by students in the process of language acquisition through learning.

In overcoming this, it is necessary to apply a learning model that pays attention to the affective aspects of students towards Arabic before this problem becomes an acute disease that hinders learning. The motivation in students is not only their responsibility but also the responsibility of an educator. Learning is not just a transfer of knowledge but is creating more meaningful changes in students. The affective domain in the form of attitudes towards Arabic language subjects is an important thing to consider before educators continue with the learning material. The materials or teaching materials used in Arabic language learning should essentially be presented in a linear order, namely order 1, 2 and 3. Material three, for example, will be mastered after understanding the second sequence material well (Arnawa et al., 2024). This is in accordance with Stephen Kreshen's input hypothesis in second language acquisition while the Arabic language learning process is part of language acquisition. Arabic language acquisition occurs naturally while Arabic language learning is a structured language acquisition (Pallawagau & Rasna, 2022).

The ARCS (Attention, Relevance, Confidence, and Satisfaction) learning design model is a motivational model related to behaviorist learning theory. This model was developed by John Keller and Koop in 1987 which aims to technically present instructions

to students so that they are interested in learning and ultimately have high learning motivation (Asiani & Nugroho, 2017). Previous research related to the ARCS model learning design has been carried out but not in Arabic language learning but in other subjects such as economics in the research of Ani Asiani, et al. (Asiani & Nugroho, 2017), physics subjects (Herti et al., 2016), Indonesian language subjects (Ikhlasani et al., 2023). Implementation of the ARCS model in Christian religious education (Susanti & Imbiri, 2020), the effectiveness of the ARCS model in informatics lessons (Farisa et al., 2023), mathematics subjects (Hamidah et al., 2022). All previous studies have not been in Arabic language learning which in terms of literature studies, of course the characteristics of Arabic language subjects are different from other subjects. Based on this background, the researcher raised the title of this research, namely Analysis of Arabic Language Learning Design Model ARCS (Attention, Relevance, Confidence, and Satisfaction to Increase Motivation to Learn Arabic). This study aims to 1) describe the nature of ARCS-based learning design in Arabic language subjects, 2) describe the syntax of the ARCS model in Arabic language learning.

Based on this background, the researcher raised the title of this research, namely Analysis of Arabic Language Learning Design Model ARCS (Attention, Relevance, Confidence, and Satisfaction to Increase Arabic Learning Motivation). This study aims to 1) describe the nature of ARCS-based learning design in Arabic language subjects, 2) Describe the syntax of the ARCS model in Arabic language learning.

METHOD

This study uses a qualitative approach to the type of library research with a descriptive analytical method, namely describing the form of Arabic language learning design based on the ARCS model (Attention, Relevance, Confidence, and Satisfaction to Increase Arabic Learning Motivation). Research data were collected from books, online articles, published journals and other reliable news. Then the data was analyzed in depth with data triangulation (Adlini et al., 2022). The data analyzed in this study was carried out through descriptive analysis through data collection, compilation and analysis activities.

RESULT AND DISCUSSION

This study uses a qualitative approach to the type of library research with a descriptive analytical method, namely describing the form of Arabic language learning design based on the ARCS model (Attention, Relevance, Confidence, and Satisfaction to Increase Motivation to Learn Arabic). Research data were collected from books, online articles, published journals and other reliable news. Then the data was analyzed in depth with data triangulation (Adlini et al., 2022). The data analyzed in this study was carried out through descriptive analysis through data collection, compilation and analysis activities.

1. ARCS Model Design in Arabic Language Learning

Learning is a process of interaction between educators and students to achieve a goal called the learning goal itself. According to Sadirman in Ahmad Suryadi (Suryadi, 2022) educators in the learning process act as guides, assistants and directors of students to gain learning experiences. In other words, an educator is obliged to ensure that his students

gain meaningful learning experiences to achieve learning goals. In the 2013 curriculum, for example, there are learning objectives in the cognitive, affective and psychomotor domains. In its implementation, learning consists of planning, implementation and evaluation.

At the learning planning stage, a good and planned learning design is needed. Learning design is a plan in analyzing learning objectives, formulating theories and approaches, methods, strategies, techniques, learning models, and media needed and evaluation to measure learning outcomes. Learning design is also a solution to the complex problems of students in the education system (Ningsih et al., 2023).

Learning design is linear according to the needs of students, namely starting with an analysis of student needs, designing a learning design model according to needs, the design is tested in the learning process and finally evaluated. Learning design has a role in the form of; 1) making learning meaningful and effective, 2) utilizing learning resources properly, 3) developing learning opportunities and patterns. The purpose of learning design can be; 1) assessing the learning or condition of students, namely that learning is said to be successful if students are able to achieve the previous learning objectives, 2) providing learning guidance to students, namely as a guideline for students to carry out learning steps according to objectives, 3) as a reference or criterion for designing learning, namely in choosing the right materials, approaches, methods, strategies, techniques, media and evaluation instruments, 4) becoming a medium for communicating with other fellow educators.

According to Gagne, learning has certain principles. These learning principles will be useful for achieving effective and efficient learning. Gagne divides learning principles into nine principles (Chaeruman & Kustandi, 2021), namely 1) The attention of students that must be considered and drawn, 2) learning objectives that must be conveyed, 3) apperception in the form of reminding concepts that have been learned, 4) the material delivered is adjusted to the planning, 5) providing guidance to students so that they understand the subject matter better 6) there is student performance to see mastery of the material, 7) providing feedback as a response to the accuracy of student performance, 8) assessments are carried out to measure student mastery, 9) strengthening retention and transfer of learning in the form of summarizing, reviewing and practicing what has been learned.

Based on the learning principles put forward by Gagne, a learning design that is in accordance with it is needed. The ARCS (Attention, Relevance, Confidence, and Satisfaction) learning design model is a model that helps educators to determine the level of student motivation both internally and externally (Susanti & Imbiri, 2020). then with this model students will know what stimulus will be given to increase motivation and maintain students' attitudes towards learning. After students' positive attitudes towards learning are formed and maintained, students will automatically find it easy to understand the learning material.

Motivation-based learning is one of the positive responses to the importance of paying attention to learning motivation before learning activities are carried out and not only oriented to exam results but also paying attention to the learning process in class. Motivation-based learning emphasizes the psychological aspects of students. Among the motivation-based learning models is the ARCS model which is related to the theory of behaviorism learning. This model was developed by John Keller and Koop in 1987 which

aims to technically present instructions to students so that they are interested in learning and ultimately have high learning motivation. The ARCS model learning design is centered on students (student center) namely how students are set to learn. The components of the ARCS model consist of; 1) Attention or attention given by educators to stimulate students' curiosity and interest and then how to maintain it, 2) Relevance or adjusting learning materials to the situation, conditions and environment of students, 3) confidence or self-confidence of students to be able to master learning materials and self-confidence to be able to succeed like other students, 4) satisfaction or intrinsic satisfaction of students after following the learning process due to recognition as proof of their learning success. So the ARCS model is applied in learning to attract students' interest, adjust teaching materials to students' learning experiences, create students' self-confidence in their abilities and create a sense of pride in their abilities.

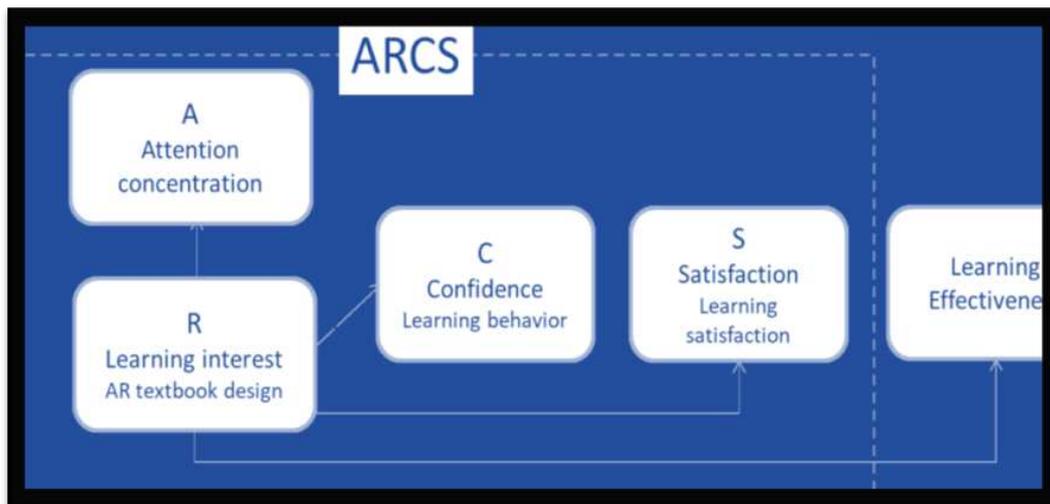


Figure 1.

The components of the ARCS model consist of; 1) Attention or attention given by educators to stimulate students' curiosity and interest and then how to maintain it, 2) Relevance or adjusting learning materials to the situation, conditions and environment of students, 3) confidence or self-confidence of students to be able to master learning materials and self-confidence to be able to succeed like other students, 4) satisfaction or intrinsic satisfaction of students after following the learning process due to recognition as proof of their learning success. So the ARCS model is applied in learning to attract students' interest, adjust teaching materials to students' learning experiences, create students' self-confidence in their abilities and create a sense of pride in their abilities (Hamidah et al., 2022).

According to John Keller as the initiator of the ARCS model, the motivation of the ARCS model can stimulate and maintain the attention of students to all learning materials including Arabic language materials. The ARCS model learning design is centered on students (student center) namely how students are set to learn. The Arabic language learning design of the ARCS model can be explained based on its components as follows:

- a. Attention or attention in the form of encouragement of curiosity given by educators to students. A person's curiosity will arise because it is stimulated by new, strange elements and others that already exist, are contradictory and complex. Strategies to stimulate

- interest or attention can be by using varied delivery methods, using material introductory media, using humor, real events and examples, and using questioning techniques to involve students.
- b. Relevance or suitability; there is a relationship shown between learning materials, needs and conditions of students. An educator must be sensitive to the conditions of students. Strategies to show relevance include; telling students what they will be able to do after learning, explaining the benefits of the knowledge and skills to be learned, and providing examples, exercises, tests related to the conditions of students or certain professions.
 - c. Confidence; feeling competent or capable. Motivation will increase in line with increasing expectations for success. Strategies used by students to increase self-confidence include; increasing students' expectations for success by providing more examples of successful experiences, compiling learning into smaller parts, increasing expectations for success by using requirements for success such as showing how to succeed, using strategies that allow control of success in the hands of students, and developing students' confidence with constructive statements.
 - d. Satisfaction or a sense of satisfaction; success in achieving a goal. Students will be motivated to continue trying to achieve similar goals. Strategies to achieve educator satisfaction can do things like; using verbal praise, informative feedback, not threats or the like, giving students the opportunity to immediately use newly learned knowledge, asking students who have mastered to help their peers who have not succeeded, and comparing student achievement with their achievements in the past with a certain standard, not with other students.

The advantages of the ARCS learning model design are: a) providing active instructions and providing direction on what students should do, b) the way of presenting material with the ARCS model is not only with material that is less interesting in its application, c) the motivation model is strengthened by the design of learning forms that are centered on students, d) the application of the ARCS model increases motivation to repeat other materials that are essentially less interesting, e) a comprehensive assessment of abilities that are more than the characteristics of students so that learning strategies are more effective, the assessment in this model is non-cognitive after the cognitive assessment.

2. ARCS Model Syntax in Arabic Language Learning

The learning design model is a model or work steps in developing a learning (needs analysis, materials, objectives, tasks, student characteristics, media, formulating learning objectives, media, methods, materials, etc.). The learning design model includes all activities from needs analysis to evaluation and is repeated cyclically. Examples: ADDIE, Assure, Dick and carry, banalty, ARCS. The learning design model is useful for guiding teachers to prepare learning through syntax or steps. learning model, the syntax is seen in the implementation of learning as a guide. The learning model is an implementation of a learning model design. Examples; 1) cooperative learning with various types such as; jigsaw, TGT, etc., 2) PBL ARCS learning model approach is student-centered learning (Student Center Learning). The learning theory in the ARCS model is behaviorism. ARCS learning strategy (all steps/syntax). The ARCS method is blended in other methods. In general, the

methods in learning Arabic that are often used are the qawa'id wa tarjamah method, the syamiyyah wa basyariyyah method, Qira'ah, Mubasyarah and Intiqaiyyah.

- a. Attention; educators direct the attention of students at the beginning of learning so that students are interested in following the lesson. This activity can be done in the following ways; 1) apperception, conveying learning objectives, for example why Arabic needs to be learned or the benefits of Arabic. The benefits conveyed are adjusted to the specific Arabic language material. 2) attention, generating perceptions of how to get students' attention 3) generating the desire to ask questions, namely how to stimulate students' curiosity 4) variation, namely carrying out techniques so that students can maintain interest in the lesson material.
- b. Relevance or suitability; 1) goal orientation, namely how to meet the learning needs of students, 2) alignment of motives, namely how to combine learning with students' learning styles, 3) using something common, namely how to relate learning to students' experiences 4) delivery of materials must be adjusted to the conditions of students by using appropriate media. Focusing learning on existing realities so that students get useful provisions in solving the problems faced.
- c. Confidence or self-confidence; 1) learning requirements, namely how to ensure students know what to do to succeed 2) opportunities to succeed, namely how to provide opportunities to achieve meaningful success 3) personal responsibility, namely how to ensure students can know that success is their effort 4) focusing on how students can feel comfortable and confident when expressing opinions, ideas and concepts during learning.
- d. Satisfaction or feeling of satisfaction; 1) focused on student satisfaction in achieving their expectations, this satisfaction will trigger students to try and learn and practice harder in the next learning. 2) intrinsic reinforcement, namely how to provide opportunities to practice newly learned skills 3) extrinsic rewards, namely how to provide reinforcement 3) similarity, namely how to help students have positive feelings about an achievement.

The ARCS motivation model is not a model that can be done independently, but rather as a model designed to complement the learning design model (Nelly, 2021). The syntax of the ARCS model developed in Arabic language learning is a syntax that is combined with the cognitive learning syntax that has been chosen by the teacher (Susanti, 2020). This is because the syntax of this model is only on the affective aspect which aims to increase the motivation and self-confidence of students in learning Arabic.

There are four phases of implementing the ARCS motivation model so that teachers can easily use it: first, conduct an audience/student analysis. Second, develop motivational goals. Third, choose appropriate strategies. Fourth, design an evaluation mechanism.

Table 1. Components of the Four ARCS Motivation Models

Elements	Components	Description Learning Activities
Attention	Active participation	Arabic language games and practices
	Attention	Raising perceptions of how to get students' attention
	Humor	Using short/light humorous stories

	Conflict	Problems that conflict with previous knowledge
	Real examples	Examples of practical Arabic language implementation in everyday life
Relevance	Prior knowledge	The relationship between new knowledge and previous knowledge (continuity aspect)
	Current conditions New knowledge is related to current problems	Pengetahuan baru berhubungan dengan masalah saat ini
	Future benefits	The relationship between new knowledge and future benefits (usefulness of the knowledge gained)
	Modeling	Modeling learning methods through teacher and student presentations
	Choice	Providing a choice of learning methods/media that students want
Confidence	Self-development	Encouraging students to improve their learning progress
	Objectives and prerequisites	Communicating the learning objectives to be achieved and the prerequisite knowledge needed
	Feedback	Feedback that builds/reinforces positive behavior
	Student control	Giving some control over learning to students (learning independence)
Satisfaction	Rewards or awards	Awards in the form of praise, recognition or achievement points
	Balance	Time, cost and effort that students spend according to the benefits felt

CONCLUSION

The lack of student motivation in learning Arabic is a very important thing to note. This is due to the importance of creating an exciting and enjoyable Arabic language learning. If students are not enthusiastic or eager to learn and learning is not enjoyable, then in essence there will be no meaningful and humanistic learning. One solution to humanistic learning that fosters enthusiasm and a sense of pleasure is the ARCS (attention, relevance, confidence and satisfaction) learning model. This model can be modified and implemented in Arabic language learning. Arabic language learning design The ARCS (Attention, Relevance, Confidence, and Satisfaction) model from John Keller's perspective is a motivation-based learning model based on a humanistic approach and behavioristic learning theory. The ARCS model is a model that does not stand alone but its implementation in integrated learning with other methods. 2) The learning syntax in the Attention model is how a teacher tries to attract students' attention and maintain that attention and create curiosity. The learning syntax in the Relevance model is how a teacher tries to adapt Arabic language learning materials to students' daily lives. The learning syntax in the Confidence model is how a teacher creates a sense of self-confidence in students in

learning Arabic. While the learning syntax in the Satisfaction model is how the teacher provides rewards and reinforcement to create a sense of satisfaction in students in learning Arabic.

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