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Optimizing The ARCS Learning Model as a Post-Pandemi Covid-19 Learning Innovation

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Abstract

The impact of the COVID-19 pandemic in Indonesia is enormous, not only on the economy but also on education. Schools are required to close, and students must study at home using online platforms. The implementation of PJJ had an impact on reducing students' learning motivation. Therefore, an innovation is needed so that the learning process in the classroom can continue to run well and can make students motivated and excited to be involved in the learning process. One way to overcome these problems is to apply the ARCS learning model. This study aims to analyze the optimization of the ARCS learning model as a learning innovation after the COVID-19 pandemic. The method used in this study is a qualitative method with a literature study approach or literature study originating from several sources such as books, texts, e-books, and journals which are dominated from the last 2 years relevant to the research. The results of this study are that optimizing the ARCS learning model can increase student learning motivation in the post-COVID-19 pandemic because this model prioritizes learning motivation to improve student learning outcomes. In the learning and learning process, it is very important to practice these four motivational conditions to continue to be maintained so that students' motivation is maintained during the learning and learning process.

Keywords: ARCS, Learning Innovation, Post-Pandemi.

A. Introduction

In 2020 was the most difficult year to live, due to an outbreak of a deadly disease that hit all countries in the world and Indonesia was no exception, namely, the COVID-19 outbreak. The impact is huge, not only on the economy but also on education. Schools are required to close due to the Enforcement of Community Activity Restrictions (PPKM) and students must study at their respective homes by utilizing applications such as ZOOM, Google Meet, WhatsApp and others that can support learning activities[1]. Not infrequently this condition that lasts a long time makes students feel bored and not only students, but educators and parents also feel pressured by the conditions of learning from home or online[2]. The boredom felt by students, educators, and parents is of course based on various reasons and based on research conducted by revealing several factors of learning saturation during the COVID-19 pandemic including: (1) students had difficulty understanding material caused by the teacher's learning methods which are less varied, (2) the number of assignments given by the teacher, (3) there are no study partners during distance learning, (4) reduced concentration when studying due to staring at handphone screens for too long, (5) quota limitations and (6) unsupportive environment. If students continue to feel this boredom, new problems will appear which will have an impact on decreased achievement student learning, do not want to do the assignments given by the teacher, reduced interest of students to take part in learning, so they do not come on time to attend learning hours and this delay often occurs when teachers carry out learning via Whatsapp Groups and the response from students is very slow[3].

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[1] ERefda Pektorena, Safrotul Mutmainnatul Azizah, and Al Fauzan Amin, "Inovasi Pembelajaran Pendidikan Agama Islam Pasca Covid-19," *Annizom* 7, no. 2 (2022): 148–59.

[2] Aiman Faiz et al., "Tinjauan Analisis Kritis Terhadap Faktor Penghambat Pendidikan Karakter Di Indonesia," *Jurnal Basicedu* 5, no. 4 (June 16, 2021): 1766–77, https://doi.org/10.31004/basicedu.v5i4.1014.

[3] Putri Hanina, Aiman Faiz, and Dewi Yuningsih, "Upaya Guru Dalam Mengatasi Kejenuhan Belajar Peserta Didik Di Masa Pandemi," *Jurnal Basicedu* 5, no. 5 (September 6, 2021): 3791–98, https://doi.org/10.31004/basicedu.v5i5.1402.

The saturation experienced by these students is closely related to student learning motivation which is decreasing every day so to overcome such conditions, an educator must innovate so that the learning process in class can continue to run well and can make students motivated and enthusiastic to be involved in the learning process. One good way to get out of these classroom problems is to apply the ARCS learning model. The ARCS learning model is a learning model that emphasizes learning motivation to improve student learning outcomes. The results of research conducted by Irsaf in 2014 resulted that the Attention, Relevance, Confidence, and Satisfaction (ARCS) method can increase student learning activities[4]. The same thing was done by Stefany, et al in 2016 concluded that ARCS learning strategies can optimally have a positive impact in efforts to increase learning motivation and student learning outcomes[5]. From several studies, it shows that the ARCS learning model can be used as an initial solution in dealing with problems of student learning motivation.

For these two years we have passed the peak of the COVID-19 pandemic and in 2022 the closing of schools will be stopped. Students are allowed to return to face-to-face learning while still implementing health protocols by keeping their distance. The learning transition that occurred during the pandemic and post-pandemic was very different and it was feared that students could not follow this or in other words students were not able to adapt in the learning transition after the COVID-19 pandemic. Therefore, a learning model is needed that can increase student motivation so that students are able to take part in learning during this transitional period, namely after the COVID-19 pandemic. Therefore, researchers are interested in conducting research with the title "Optimizing the ARCS Learning Model as a Post-Pandemic Covid-19 Learning Innovation".

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[4] Zulfira Irsaf, "Penerapan Model ARCS Untuk Meningkatkan Hasil Belajar Siswa Kelas VII SMP Labschool Universitas Tadulako Pada Materi Sudut-Sudut Segitiga," *Jurnal Elektronik Pendidikan Matematika Tadulako* 1, no. 2 (2014): 192–202.

[5] E. M Stefany et al., "Pengaruh Strategi ARCS (Attention, Relevance, Confidence and Satisfaction) Terhadap Motivasi Dan Hasil Belajar TIK Siswa Kelas VIII Di SMP Negeri 4 Negara," *Jurnal Teknologi Pembelajaran Indonesia* 6, no. 1 (2016).

B. Method

This study uses a qualitative method with a literature study or literature study approach. The study materials used in this study came from several sources, such as books, texts, e-books, and journals which were dominated from the last 2 years that were relevant to research related to learning innovation in the post-COVID-19 pandemic. This type of research uses a literature study (library research). The steps that must be carried out in this study include data collection, data analysis, and data presentation. At the data collection stage, the researcher collects literature that is relevant to the research study. Then the data that has been collected is analyzed using comparative analysis, namely comparing the data obtained and then summarizing it as a whole to find the results of the data analysis. Then the results of this data analysis will enter the stage of presenting the data and presented in the form of narrative text.

C. Result & Discussion

1. Learning During the COVID-19 Pandemic

The COVID-19 virus called for remote education testing of all aspects of education, from students to teachers to parents, practically simultaneously before [6]. Given that there is a pandemic, time, place and distance are important issues at this time [7]. Therefore, challenges in conducting face-to-face learning can be overcome through distance learning. Maintaining classes while schools are closed offers challenges for all aspects and levels of education.

The impact of the COVID-19 outbreak on public health and the development of online education go hand in hand. Almost everywhere in the world has experienced a tsunami of online learning during the COVID-19

[6] Litao Sun, Yongming Tang, and Wei Zuo, "Coronavirus Pushes Education Online," *Nature Materials* (Nature Research, June 1, 2020), https://doi.org/10.1038/s41563-020-0678-8.

[7] J. W. Kusuma and Hamidah, "Perbandingan Hasil Belajar Matematika Dengan Penggunaan Platform Whatsapp Group Dan Webinar Zoom Dalam Pembelajaran Jarak Jauh Pada Masa Pandemik Covid 19," *Jurnal Ilmiah Pendidikan Matematika* 5, no. 1 (2020).

epidemic[8]. Teachers and educators are expected to make a major, unprecedented transition from traditional face-to-face education to online or distance education, as they are an important component of teaching[9]. Technological advances beyond the Industrial Revolution 4.0 are currently providing support for this.

In order to use available technology to support the learning process, it is very important to innovate and adapt in current circumstances[10]. Online communication and knowledge sharing is necessary for practice. Online education can leverage platforms such as software, websites, social media and learning management systems[11]. Many of these platforms can be used to facilitate knowledge sharing using different debate tactics and other methods.

Studying at home or online is a way to finish the rest of the semester during the COVID-19 pandemic. Online learning is the process of transferring knowledge through the use of software, video, audio, images and text with the help of an internet network[12]. In order to improve learning during the COVID-19 pandemic, this is a modification of knowledge transmission via website forums and digital technology trends as a hallmark of the industrial revolution 4.0[13]. Online learning is characterized by the innovative use of various

[8] Karen Goldschmidt, "The COVID-19 Pandemic: Technology Use to Support the Wellbeing of Children," *Journal of Pediatric Nursing* 53 (July 1, 2020): 88–90, https://doi.org/10.1016/j.pedn.2020.04.013.

[9] Wei Bao, "COVID-19 and Online Teaching in Higher Education: A Case Study of Peking University," *Human Behavior and Emerging Technologies* 2, no. 2 (2020): 113–15, https://doi.org/10.1002/hbe2.191.

[10] Samar Ahmed, Mohamed Shehata, and Mohammed Hassanien, "Emerging Faculty Needs for Enhancing Student Engagement on a Virtual Platform," *MedEdPublish* 9 (April 23, 2020): 75, https://doi.org/10.15694/mep.2020.000075.1.

[11] G. Gunawan, N. M. Y. Suranti, and F Fathoroni, "Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period," *Indonesian Journal of Teacher Education* 1, no. 2 (2020): 61–70, https://corona.ntbprov.go.id/.

[12] Xudong Zhu and Jing Liu, "Education in and After Covid-19: Immediate Responses and Long-Term Visions," *Postdigital Science and Education* (Springer International Publishing, October 1, 2020), https://doi.org/10.1007/s42438-020-00126-3.

[13] Giorgi Basilaia and David Kvavadze, "Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia," *Pedagogical Research* 5, no. 4 (April 10, 2020), https://doi.org/10.29333/pr/7937.

technologies. The ability of educators and students to engage in online communication is also important.

Online learning requires the involvement of educators in evaluating the effectiveness and special design of learning needs. To sustain the learning process for things like knowledge, ethics, skills, intelligence, and aesthetics, it is very important to achieve this[14]. Given that switching to online education has an indirect impact on student retention[15]. To realize the freedom of student learning during the COVID-19 outbreak, it is very important to pay attention to communication between parents and educators.

Support for free online education using various discussion forums, including Google Classroom, Whatsapp Group, Smart Classroom, Zenius, Quipper, Microsoft, Zoom Meeting, Google Meet, and so on. The Whatsapp Group function allows users to share text messages, images, videos and files in various formats with other members[16]. In addition, Google Classroom enables educators and tutors to drive innovative learning.

Based on research conducted by Herliandry, et al in 2020, it shows that the application most widely used and utilized by educational institutions in DKI Jakarta is Zoom Meeting[17]. Zoom Meeting itself is a video-based learning tool. Anyone can use the platform for free with a time limit of forty minutes, and if our account is purchased there is no time limit. Through the Zoom Meeting program, we can video chat with anyone. As a result, it is very appropriate to be used as a learning tool.

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[14] Daxiang Dai and Gaofeng Lin, "Online Home Study Plan for Postponed 2020 Spring Semester during the COVID-19 Epidemic: A Case Study of Tangquan Middle School in Nanjing, Jiangsu Province, China," *Best Evidence of Chinese Education* 4, no. 2 (March 16, 2020): 543–47, https://doi.org/10.15354/bece.20.rp005.

[15] W. A. F. Dewi, "Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar," *Jurnal Ilmu Pendidikan* 2, no. 1 (2020): 55–61, https://edukatif.org/index.php/edukatif/index.

[16] Kusuma and Hamidah, "Perbandingan Hasil Belajar Matematika Dengan Penggunaan Platform Whatsapp Group Dan Webinar Zoom Dalam Pembelajaran Jarak Jauh Pada Masa Pandemik Covid 19."

[17] Luh Devi Herliandry, Maria Enjelina Suban, and Heru Kuswanto, "Pembelajaran Pada Masa Pandemi Covid-19" 22, no. 1 (2020), http://journal.unj.ac.id/unj/index.php/jtp.

Of course, besides the many advantages, online learning also has challenges faced by teachers and students. The slow distribution of internet networks at all times and the condition of Indonesia's many regions, which makes internet services unable to reach all places, is a challenge in itself[18]. Even excessive use of the internet has an impact on students' health. The capacity of parents to supply educational resources online, such as the use of the Internet which requires fees, is another challenge identified[19].

In addition, the challenge that is most felt by educators is their lack of understanding of the use of technology coupled with the lack of training that facilitates the ability of educators to carry out online learning like this. Most educators are used to conventional learning methods which are carried out face-to-face and do not involve extraordinary technological sophistication, but with the arrival of the COVID-19 outbreak, learning methods and teaching methods must be changed to remote and take advantage of technological sophistication. This causes educators who are not accustomed to using technology to become culture shock and need to adapt first to use it so that the online learning we experience today is created.

2. Learning Innovations After the COVID-19 Pandemic

The use of various online platforms during distance learning (PJJ) is one of the innovations that can be carried out during the Covid-19 pandemic, considering the regulations issued by the government regarding social restrictions however, this turned out to have an impact on reducing students' learning motivation. Based on the results of research conducted by Cahyani, et al., in 2020 there are more than 50% of students experiencing a decrease in

[18] D. R. A. U. Khasanah, H. Pramudibyanto, and B Widuroyekti, "Pendidikan Dalam Masa Pandemi Covid-19," *Jurnal Sinestesia* 10, no. 1 (2020): 41–48, https://sinestesia.pustaka.my.id/journal/article/view/44.

[19] Dewi, "Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar."

learning motivation when applying distance learning methods[20]. This is based on several reasons such as; students experience different atmospheres at home and in the classroom, students cannot review the lessons given because they do not find the right time because the family environment is not conducive and it is difficult to focus on learning. With various kinds of complaints felt by students themselves, an in-depth evaluation is needed regarding the application of distance learning during the Covid-19 pandemic.

In the current post-Covid-19 pandemic, schools have started implementing face-to-face learning again. The implementation of PJJ for the past 2 years has certainly been embedded in the minds of students, therefore there should not be a decrease in learning motivation in students when implementing this face-to-face learning, because as educators we must pay attention to students' learning motivation which has a big influence on the success rate of students during learning and one of the ways to arouse student learning motivation in the post-Covid-19 pandemic is to provide guidance, motivation, advice and encouragement to students[21].

3. ARCS Learning Model

One of the efforts to educate and develop the potential of students is education. Where the future life will be guided, taught or guided. With education, everyone can develop their potential to a better next level. So far we know that there are many learning models to make it easier for students to learn, such as learning models created by educational philosophers, and one of

[20] Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati, "Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19," *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam* 3, no. 01 (July 31, 2020): 123–40, https://doi.org/10.37542/iq.v3i01.57.

[21] Hani Martha Puji Setia Wati Sekolah Tinggi Teologi Sangkakala, Reni Triposa Sekolah Tinggi Teologi Sangkakala, and Roida Purba Sekolah Tinggi Teologi Pantekosta, "Veritas Lux Mea (Jurnal Teologi Dan Pendidikan Kristen) Peran Guru PAK Dalam Meningkatkan Motivasi Belajar Siswa Pada Masa New Normal," vol. 3, 2021.

them is the ARCS learning model (attention, relevance, confidence, and satisfaction)[22].

The attention, relevance, confidence, and satisfaction (ARCS) learning model itself is an acronym or abbreviation for the form of student attitudes namely attention, relevance, confidence, and satisfaction[23]. So, it can be concluded that the ARCS learning model is a form of learning that prioritizes attention to students, adapts learning material to students' learning experiences both at home and in the environment around the house, creates self-confidence in students, and creates a sense of satisfaction in themselves. students to study hard.

This learning model is closely related to student motivation, especially the motivation to acquire new knowledge. According to the Directorate of Education Personnel, Directorate General of Quality Improvement of Educators and Education Personnel, Ministry of National Education, motivation is very important in learning because motivation can encourage students to perceive information in teaching materials[24]. No matter how good the design of teaching materials is, if students are not motivated then learning events will not occur because students will not perceive the information in the teaching materials. As an effort to increase students' learning motivation in order to improve student achievement/outcomes, especially in accounting subjects with the subject of general journals, the application of the ARCS learning model is very effective because this ARCS learning model is adapted to the needs or interests of students.

This learning model is interesting because it was developed on the basis of real instructor theories and experiences so that it is able to arouse student learning enthusiasm optimally by motivating students so that optimal learning

[22] A Farida and Ratna Indah Puspita, "PENGEMBANGAN MODEL PEMBELAJARAN ARCS (ATTENTION, RELEVANCE, CONFIDENCE, SATISFACTION) DENGAN WOLFRAM MATHEMATICA," *Journal Derivat* 6, no. 2 (2019): 47–53.

[23] Desi Diana, "Penerapan Model Pembelajaran Attention, Relevanve, Confidence, Dan Satisfaction (ARCS) Dalam Meningkatkan Motivasi Belajar IPA Kelas V MIN 10 BANDAR LAMPUNG," *Angewandte Chemie International Edition* 6, no. 11 (2018): 951–952.

[24] "DIREKTORAT JENDERAL PENINGKATAN MUTU PENDIDIK DAN TENAGA KEPENDIDIKAN DEPARTEMEN PENDIDIKAN NASIONAL 2008," n.d.

results are obtained[25]. As previously stated, the ARCS learning model consists of four components. The four components of the ARCS learning model are as follows:

1. Attention

   Attention is concentrating and focusing mental resources. One of the important skills in paying attention is selection. Attention is selective because brain resources are limited. Attention is an important process in encoding. Encoding is the process of entering information into memory or the process of presenting information. The attention of students appears driven by curiosity. Therefore, curiosity needs to be stimulated so that students will pay attention and this attention is maintained during the teaching and learning process even longer. This curiosity can be stimulated through elements that are new, strange, different from existing ones, contradictory or complex.

2. Relevance

   Relevance is the relationship between learning materials and the needs and conditions of students. Student motivation will be maintained if they consider what they are learning to meet personal needs or be useful and in accordance with the values they hold.

4. Confidence

   Confidence is a motivational condition that also gets attention. This condition is related to what is said to be the concept of self-efficacy. This concept is related to personal belief that he has the ability to perform a task which is a condition for success.

5. Satisfaction

   The success of achieving goals has an impact on satisfaction. Learning is a process to achieve success. In this case learning motivation plays a very important role in encouraging students to achieve their learning success. The success they achieve will certainly result in satisfaction for them.

[25] Diana, "Penerapan Model Pembelajaran Attention, Relevanve, Confidence, Dan Satisfaction (ARCS) Dalam Meningkatkan Motivasi Belajar IPA Kelas V MIN 10 BANDAR LAMPUNG."

This ARCS learning model has the following advantages:

a. Give instructions: active and give directions about what should be done by students
b. The way of presenting material with the ARCS model is not only with theory, the application of which is less interesting
c. The motivational model is strengthened by the design of student-centered learning forms
d. The application of the ARCS model increases motivation to repeat other material that is essentially less interesting
e. Thorough assessment of abilities that are more than characteristic of students so that learning strategies are more effective[26].

6. Optimizing the ARCS Learning Model as a Post-Pandemic Covid-19 Learning Innovation

Learning after the COVID-19 pandemic has indeed become a new face in the world of education both from online and offline learning, so educators are emphasized to have learning innovations in their learning models, one of which is the ARCS learning model. Optimization in general is a growth pattern that changes slowly and gradually. Whereas in essence optimization is an effort made by educational institutions both formal and non-formal which are carried out consciously, planned, directed, regularly and responsibly with the aim of introducing, growing, guiding, and developing a basic personality to balance interests and talents in accordance with the ability and quality of students to become independent individuals[27].

Learning is an effort made consciously by educators to influence students so that they have a willingness to learn by themselves in a learning

[26] Diana.

[27] Sinta Yulis Pratiwi, "Optimalisasi Model ARCS Dalam Pembelajaran Tematik Untuk Meningkatkan Motivasi Belajar Peserta Didik Di MI At-Taqwa Bondowoso," *EDUCARE: Journal of Primary Education* 2, no. 2 (November 7, 2021): 135–48, https://doi.org/10.35719/educare.v2i2.53.

environment. Optimizing the learning model is an effort to improve the quality of the learning process, both in terms of material, method and substance[28]. In terms of material, it is an aspect of teaching material that is adapted to the development of science, while in terms of method and substance it relates to the development of learning strategies both theoretically and practically. According to Keller, the application of the ARCS learning model which includes attention, relevance, confidence, and satisfaction helps maintain and increase student learning motivation with the aim of being able to increase student learning interest.[29]. By implementing one or the four ARCS components, it is hoped that it will be able to maintain students' interest in learning. The following is a description of the four components of the ARCS learning model, namely:

a. Attention

   Attention is related to student attention. According to Keller (1987) states that in learning activities interest/attention must not only be raised but must also be maintained during learning activities.[30]. Teachers must pay attention to various forms and focus on attention in learning activities. Three types of strategies for getting and retaining students' attention are arousing the desire to ask questions, arousing perceptions, and variations. After this pandemic, teachers should emphasize paying attention to their students, especially students who are shy if they want to ask questions, and active teachers to continue to open question and answer sessions during ongoing learning.

b. Relevance

   Relevance is related to student life either in the form of present or existing experience or related to current or future career needs. Keller revealed that students will feel the learning activities they participate in have value, are useful, and are useful for their lives. Students will be motivated to learn something if what they learn is relevant to their lives

[28] Pratiwi.

[29] John M Keller, "Development and Use of the ARCS Model of Instructional Design," *Journal of Instructional Development* 10, no. 23 (1987): 2–10.

[30] Keller.

and has clear goals[31]. Teachers must pay attention to various forms and focus on attention in learning activities. Three types of strategies for getting and retaining students' attention are arousing the desire to ask questions, arousing perceptions, and variations. After this pandemic, teachers should emphasize paying attention to their students, especially students who are shy if they want to ask questions, and active teachers to continue to open question and answer sessions during ongoing learning.

c. Relevance

Relevance is related to students' lives either in the form of current or existing experiences or those related to current career needs. Some strategies that can be used to show relevance are:

1) Delivering learning objectives,
2) Explain the benefits of knowledge, skills or attitudes and values to be learned and how these can be applied in work and life later.
3) Provide examples, exercises or tests that are directly related to the student's condition.

d. Confidence

Students' self-confidence after this pandemic has sometimes decreased because they are more used to isolating themselves and being away from crowds which have an adverse effect on these students. Student self-confidence can be maintained by using the following strategies:

1) Expectations in students must be increased to achieve success by increasing student experience, such as learning materials that are arranged to be easy to understand, for example sorted from easier material to difficult material. So that starting from the beginning of the learning process makes students feel successful.
2) Learning activities are organized into smaller sections, so that students are not required to learn too many new concepts at once.

[31] Keller.

3) Increase expectations for success, this can be done by conveying learning objectives and test criteria at the beginning of learning. This can provide an overview to help clear what is expected of students.
4) Increasing the hope that success is in the hands of the students themselves by using strategies that allow their success to be controlled.
5) Student self-confidence can be developed by mentioning student weaknesses as something that must be developed and students are considered to have understood the concepts well studied.
6) Providing opportunities for students to play an active role in the learning process by providing opportunities for students to ask questions or provide questions about things that are related to learning material.

e. Satisfaction

Satisfaction relates to feeling satisfied and proud of the results that have been achieved. The success of students in achieving or doing something, they will feel satisfied and proud of their success. Pride for that success will strengthen the success of the next student. Satisfaction is very necessary and important in learning activities because it can give students a sense of pride and satisfaction in participating in learning. Keller revealed that students will feel the learning activities they participate in have value, are useful, and are useful for their lives. Students will be motivated to learn something if what they learn is relevant to their lives and has clear goals.

D. Conclusions

During the COVID-19 pandemic, the government implemented schools to conduct remote learning. Students are required to communicate and carry out learning by utilizing online platforms such as G-Meet, ZOOM, WhatsApp, and so on. The application of this distance learning model turns out to cause various problems, one of which is boredom. The saturation experienced by students is

closely related to student learning motivation which is decreasing every day, so to overcome such conditions, an educator must innovate so that the learning process in class can continue to run well and can make students motivated and enthusiastic to be involved in the learning process. . One good way to get out of these classroom problems is to apply the ARCS learning model. The ARCS learning model is a learning model that emphasizes learning motivation to improve student learning outcomes. The ARCS models are Attention, Relevance, Confidence, and Satisfaction. In the learning and learning process, it is very important to practice these four motivational conditions to continue to be maintained so that students' motivation is maintained during the learning and learning process.

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