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EFFECTIVENESS MODEL ARCS (ATTENTION, RELEVANCE, CONFIDENCE, AND SATISFACTION) IN LEARNING PROCESS TO INCREASE LEARNING MOTIVATION

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ABSTRACT
The ARCS learning model that is composed of attention, relevance, confidence, satisfaction in the learning syntax directs students to act actively in learning. This research is a literature study. This study aims to examine how each component of the ARCS model supports students being able to have better learning motivation specifically external motivation. The results of this study indicate that the ARCS component can influence learning motivation because in the syntax the model guides and directs students to learn responsibly and play an active role in learning.

KEYWORDS: Model ARCS, Learning Motivation

BACKGROUND
Every teacher has limitations and the ability to motivate every student taught in learning (Keller, 1987). Students participating in learning do not always have the motivation to learn in certain conditions, but in these conditions, the core role of the teacher must be there for students. Yelon (1996) mentions some characteristics of good teachers that motivate students: (1) pay attention and care about the topic being taught; (2) supervise and pay attention to the ability of students to follow the lesson; (3) cares about teaching responsibilities and is not burdened in teaching, planning, analyzing and evaluating learning; (4) applying what is known about learning motivation, learning, and transferring teaching material effectively. Learning motivation plays an important role for students in learning. The role of the teacher is also essential in growing student motivation. The use of variations in learning media, learning resources, learning applications and the application of learning models are choices for overcoming learning motivation. The ARCS learning model is a model that teachers can apply to foster learning motivation because it consists of attention, relevance, satisfaction, and confidence activities. Wongwiwatthananukit (2015) explains the ARCS model can help teachers who apply it to identify students who have less learning motivation and provide motivational strategies that can be applied by teachers so that responsive learning to increase student motivation. The purpose of this study is to examine how each component of ARCS in learning makes students able to make learning more effective which has an impact on student learning motivation.

LITERATURE REVIEW
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The ARCS model (attention, relevance, confidence, satisfaction) is a learning model that aims to provide instructions for creating answers to given problems (Keller, 1987). ARCS consists of four categories: (1) attention, i.e. the charged variable of motivation which is related to stimulate and support students regarding curiosity and interest of students; (2) relevance, namely meeting or matching learning objectives of students that can influence their positive attitude; (3) confidence, which is a strategy to help students trust and feel that they will be able to succeed and control the problem; (4) satisfaction, which strengthens the ability to resolve by giving awards to strengthen internal motivation and external motivation. In the process of achieving a maximum of the four categories in the ARCS, the strategy can be carried out.

Attention

The question that arises in attention is how do students learn from the experience they have in order to stimulate and attract the attention of students? Kopp (1982) revealed one of the important things about attention is a sense of fairness in learning or in other words is known as a form of boredom. Boredom is not always identical to not being motivated to learn, but sometimes it is owned by every individual. Individuals have characteristics such as orientation, curiosity, and sensation seeking, but varied enthusiasm in learning. Different deep desires of knowledge and the ability to solve problems in different conditions can only be solved by giving attention and knowledge to students. Attention is an indicator of learning motivation (Schunk, Pintrich, and Meece, 2012; Judith and Wendy, 1997). Students who pay attention to learning show better actions compared to others, so the end of achievement between those who give attention varies. No one can be truly educated without having to study where he is not interested because it is part of education to learn to interest us in subjects we do not have talent (Eliot, 1969).

Relevance

The question that arises in the relevant category is whether the way of learning from the learning experience becomes valuable for students? Individuals who study things that have relevance to their area of interest are strong factors in encouraging learning because those who learn feel the direct benefits of what they have learned. Frymier and Schulman (1995); Martin and Dowson (2009) explained that relevance is important to be taught to students in learning because it is directly related to student achievement and motivation. For example, IPS class XII students will feel the benefits of learning about the Bank compared to elementary school students because of relevance to the daily lives of students. In general, most individuals assume that new knowledge or new skills will help individuals achieve their goals and targets because, without relevance, even important concepts can seem unimportant.

Confidence

The question that will arise in the category of confidence is how through learning helps students achieve success and help them to achieve success?. Confidence is a component that is owned by each individual in various situations even though the degree of confidence is different in size. Confidence

is an indicator of learning motivation (Schunk, Pintrich, and Meece, 2012). Students who believe in giving questions, doing independent assignments, and giving responses to the material described. Judith and Wendy (1997) revealed that motivating students to have good confidence is a challenge. Confidence is a complex concept that encompasses the entire structure of motivation from perceptions that can be explained about the expectations of individual success and lack of confidence in individuals can be a source of triggers for not being able to think successfully (Keller, 1987). Roy, Jennifer, Joachim, and Kathleen (2003) summarize several ways to build student confidence: (1) ensuring the school environment and classroom conditions are safe for learning; (2) making the distance between the students' desks; (3) appreciate students for their efforts to make assignments; (4) provide opportunities for all students to argue; (5) make and give assignments respectfully; (6) giving projects to students according to capacity; (7) avoid the act of sarcasm in learning.

Satisfaction

The question that arises in the satisfaction category, namely what can be done to help students feel comfortable about the learning process and the desire to continue learning?

Things to know from students after learning is complete, namely: (1) already understand and achieve learning goals; (2) get appreciation and appreciation regarding what has been achieved; (3) relax in learning and interacting with teachers and friends; (4) stimulate by giving challenges and strengthening knowledge. The learning process can lead to an interest in learning, appreciation both verbally and in writing, so students not only feel motivated but also feel positive reinforcement when learning (Keller, 2000). To achieve student satisfaction in learning consists of: (1) giving reinforcement; (2) giving praise individually and in groups; (3) giving the same treatment; (4) teaching consistency; (5) student feedback (Suzuki, Nishibuchi, Yamamoto, & Keller, 2004). Li and Keller (2018) revealed that in the application of the ARCS model, it did require a process and a time that was not applied once to see the results significantly impacting learning motivation. The implementation process or syntax in the ARCS learning model resulting from Keller's findings (2010), can be explained in the following table 1.1 below:

Stages	Syntax	Learning process
First Stage	*Attention*	Involve and focus students' attention
Second Stage	*Relevance*	Convey the aims and benefits of learning
Third Stage	*Attention and Relevance*	Explain and provide learning material
Fourth Stage	*Attention and Relevance*	Give real examples related to real life
Fifth Stage	*Attention and Relevance*	Divide students into groups
Sixth Stage	*Confidence*	Group discussion
Seventh Stage	*Confidence and satisfaction*	Provide opportunities for students to participate in learning
Eighth Stage	*satisfaction*	Presentation and feedback from students

Ninth	*Satisfaction*	The teacher and students make conclusions together

Source: Keller (2010)

The role of each ARCS category that can influence learning motivation and through the application of ARCS in learning can make it easier for teachers to identify ups and downs in student motivation, so good teachers can find solutions to these disorders (Keller, 1983 and Keller, 1987).

Learning Motivation

Motivation is a thing that changes and can be unpredictable (Daugherty, 2019). One strategy for achieving the learning process to be effective and efficient is that there is learning motivation (Kyong-Jee and Theodore, 2011). Learning motivation is important because with the motivation students will take part, be active and not burdened in following and doing assignments and responsibilities (Thomas, Ronan, David, 2010). Learning motivation is sourced from within the students themselves and is sourced or is growing motivation from outside, but so far the most dominant factors that most contribute to learning still need to be studied because the two motivations are interrelated (Harandi, 2015). Motivation externally plays a role in winning awards, completing assignments, avoiding pressure and rewards, and shows the existence of the self in learning (Hasan, Imran, Khan, and Kashif, 2010). Students have more interest in doing something when it comes to interests or new skills that become their favorite parts so students are interested (Bruning and Hord, 2000). Trying to make assignments and design activities that are meaningful to students by connecting with intrinsic motivation to increase student potential (Guthrie and Solomon, 1997). The results of Gavin's and Coleman's (2015) research revealed that what could influence learning motivation included academic achievement, the relationship between content and learning experiences outside of school, the opportunity to apply what was learned. Schneider, Neebel, Beege, and Rey (2018) explained that in doing actions, there was a motivation of students behind that who had relevance to choices according to their interests and choices, this was in line with the explanation of each sector in the ARCS model. The effective application of the ARCS model in learning can be useful for encouraging student motivation and attitudes about the material being taught (Daugherty, 2019).

METHOD

This research is a type of literature review research. Sources of reference obtained from international journals and relevant books are then examined in-depth to obtain accurate data.

RESULT

Based on the results of the study above, it is known that the components of ARCS do have a theoretical relationship, which is known from the indicators of learning motivation that are still related, not only that in the implementation syntax in learning can also be confirmed each component

of ARCS supports students to play an active role in learning leads to motivation externally and internally.

DISCUSSION

The ARCS model consisting of the composition of attention, relevance, confidence, and satisfaction is a combination that makes a pathway to make students increasingly contribute to learning, in other words, students indirectly learn independently. In the context of students who have learning motivation as well, the activeness and independence of students in learning become the main corridor so that learning is more effective so that the things to be achieved in learning can be reached.

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