Improving the Motivation of Students in Arabic Language Learning through Learning Management System

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ARTICLE INFO

ABSTRACT

Learning Arabic language for novice students can be something difficult if they do not have a right motivation and teachers do not have a good approach. The Attention, Relevance, Confidence, and Satisfaction (ARCS) model of motivation should be applied to real-world educational settings, including computer-based learning approaches, to find more effective ways of understanding the major influences on learning motivation and for systematic ways of identifying and solving problems with learning motivation. This study aimed to improve the motivation of students in Arabic language learning through learning management system and to improve students' outcome of Arabic speaking skills. This classroom action research was conducted two cycles (repeated five times). Each cycle referred to Spiral Model by Kemmis, McTaggart, and Nixon. The subjects were 39 students of C Class and D Class in *Kalam Ibtida'i* Course at academic year 2021-2022 in the Department of Arabic, Faculty of Letters, Universitas Negeri Malang, Indonesia. The data of students' motivation were obtained from performance grading rubric of the relevance component of the ARCS Model and the data of students' outcome in Arabic language learning were obtained from students worksheet assesment and end-of-cycle Arabic speaking test. The results showed the improving of: (1) the motivation of students in Arabic language learning through learning management system and (2) the students' outcome of Arabic speaking skills. This ARCS Model was effectively used for this *Kalam Ibtida'i* course because novice students need good motivation to learn Arabic speaking skills.

Keyword — ARCS; Distance Learning; *Kalam Ibtida'i* Course; Speaking Skills

مستخلص البحث

قد يكون تعلم اللغة العربية للطلبة المبتدئين أمرًا صعبًا إذا لم يكن لديهم الدافع الصحيح ولم يكن لدى المعلمين نهج جيد. يجب تطبيق نموذج التحفيز الانتباه والملاءمة والثقة والرضا (ARCS) على البيئات التعليمية الواقعية ، بما في ذلك مناهج التعلم القائم على الكمبيوتر ، لإيجاد طرق أكثر فاعلية لفهم التأثيرات الرئيسية على دافع التعلم وللأساليب المنهجية للتعلم. هدفت هذه الدراسة إلى تحسين تحفيز الطلبة على تعلم اللغة العربية من خلال نظام إدارة التعلم وتحسين نتائج الطلبة في مهارات الكلام. تم إجراء هذا البحث العملي الصفي على دورتين (تكررت خمس مرات). أشارت كل دورة إلى النموذج الحلزوني بواسطة Kemmis و McTaggart و Nixon. شارك في الدورة 39 طالبًا من الفصل C والفصل D في مادة الكلام الابتدائي العام الدراسي 2021-2022 في قسم الأدب العربي ، كلية الآداب ، جامعة مالانج الحكومية، إندونيسيا. تم الحصول على بيانات تحفيز الطلبة من نموذج تقييم الأداء لمكون الصلة بنموذج ARCS وتم الحصول على بيانات نتائج الطلبة في تعلم اللغة العربية من تقييم ورقة عمل الطلبة واختبار الكلام في نهاية الدورة. أظهرت النتائج تحسينًا في: (1) تحفيز الطلبة على تعلم اللغة العربية من خلال نظام إدارة التعلم و (2) نتيجة الطلبة من مهارات الكلام. تم استخدام نموذج ARCS هذا بشكل فعال في دورة كلام ابتكار لأن الطلبة المبتدئين يحتاجون إلى دافع جيد لتعلم مهارات الكلام.

كلمات أساسية — ARCS؛ الدراسة عن بعد؛ مادة الكلام الابتدائي؛ مهارة الكلام

INTRODUCTION

The implementation of learning in national education is strived to be student-centered so that they can learn to build and find identity through an active, creative and fun learning process. To make it happen, teachers are required to be able to develop creativity in arranging learning activities, as well as in learning Arabic. In the process of learning Arabic speaking skills, students need to be given the opportunity to develop their potential, therefore it should be chosen and done properly and correctly. The process of learning speaking skills is expected to be held interactively, inspiring, fun, challenging, motivating students to participate actively, as well as providing space for initiative, creativity, and independence according to their talents and interests as well as students' physical and psychological development.

The sudden change in learning systems and activities from offline to online led to various problems ranging from students and teaching staff who were not ready for online learning to the uneven distribution of supporting facilities in various regions in Indonesia. This is of course a challenge for the Indonesian people in implementing e-learning. The achievement of competence in the learning process is hampered. It takes cooperation, roles and support from various parties including the government, education providers, students and parents to unravel the tangled threads of online learning problems in Indonesia. Several efforts have been made by the government through the Directorate General of Higher Education to assist and facilitate online learning, including: (1) working with internet quota service providers, (2) freeing fees for accessing online learning through online IP registered with the Directorate General of Higher Education, a platform and media for implementing online lectures, (3) conducting training and capacity building for lecturers or the academic community to improve their ability to create online learning materials or content, and (4) publishing online learning booklets as guide books in the implementation of online learning (Nizam, 2020).

Learning Arabic, which actually requires a lot of face-to-face interaction, must also be done online. Unlike other foreign languages besides English, Arabic also has the privilege to be taught from an early age in Islamic religious-based educational institutions in Indonesia. As stated in KMA number 183 of 2019 concerning the Islamic Religious Education Curriculum and Arabic Language at Madrasas, Arabic is taught starting at the Islamic basic education level or Madrasah Ibtidaiyah (MI). This is inseparable from the fact that the majority of Indonesia's population is Muslim, while Arabic is the language used in Muslim worship. Thus, teaching Arabic in Indonesia has a very wide potential to be developed. However, learning Arabic as a language of communication encountered several obstacles, one of which was the lack of learning about

language proficiency and repetition of Arabic material received by students. The obstacles faced in learning Arabic also increase when learning is carried out online during the Covid-19 pandemic, ranging from technical and pedagogical obstacles.

Minister of Religion Decree Number 183 of 2019 concerning Islamic and Arabic Education Curriculum at Madrasas, explains that Arabic language learning is focused on language skills without neglecting grammar teaching. In its implementation, in non-formal and formal educational institutions, Arabic language teaching is still focused on grammatical-translational learning. Meanwhile, the focus on the development of language skills has received less attention. (Nurdianto & NA bin Ismail, 2020) found facts in the field which show that someone who has studied Arabic for years from MI to MA levels, even graduates of Arabic study programs, still does not master Arabic well. The majority of these graduates still have difficulty reading Arabic texts that are not spelled, so they are confused about determining the structure of Arabic sentences (Riyadi, 2020).

Learning Arabic is different from other learning which is only in the form of theory. Learning Arabic, like learning any other foreign language, requires more practice than the delivery of theory. The practice of speaking Arabic is done by interacting between students and teachers, as well as students and students. Meanwhile, this direct interaction activity is limited to the Covid-19 pandemic. In the even semester of 2019-2020 all lectures are conducted online; this shows that all students and lecturers follow the policies of the Government of Indonesia.

The ARCS model was well-developed and verified over 30 years ago, so it's not unexpected that academics from all over the world have employed it in a variety of settings (including face-to-face classes and online environments). The model's motivational materials and techniques differ (for example, integrating strategies within videos or instructional texts), and the study's outcomes aren't always consistent (for example, whether students' incentives are increased). Furthermore, the student population has changed dramatically since the ARCS model was first developed, in terms of demographics, cultural views, and learning styles, as well as learning tools Li, K., & Keller, J. M. (2018). As a result, when creating instructional instructions, teachers must consider students' willingness to learn. Teachers rely on the premise that motivation is a significant component that influences whether pupils' conceptual levels rise or fall. Teachers in schools must rethink conventional teaching approaches (Thaer & Thaer, 2016).

A well-known problem with Arabic speaking skill is that it does not take into account the motivational strategy in Arabic speaking skills. The main practical problem that confronts us is many novice Arabic learners in Indonesia need motivation to speak Arabic language in order to ease them in learning, but only a few study discussed about it.

There has been less previous evidence for the implementation of ARCS motivational strategy in Arabic speaking skills. There are many studies about the methods of Arabic speaking learning but no study in implementation of ARCS motivational strategy in Arabic speaking skills. Previous relevant study was conducted by Sedighfar, and Khaleghizade (2016). Their study was Motivational Orientation and academic achievement in non-Iranian Arabic-speaking learners of Persian. Other relevant studies were conducted by Daif-Allah and Aljumah (2020). The research discussed about Differences in Motivation to Learning English among Saudi University Students. Haron, Ahmed, Mamat, Ahmad, & Rawash (2016) also conducted research in motivational strategy in Arabic speaking skills. The research discussed about Challenges in Learning to Speak Arabic. Molaee and Dortaj (2015) conducted research on Improving L2 learning: An ARCS instructional-motivational approach. Another research wa conducted by Keblawi (2020). The research discussed about Motivational Strategies in the English Classroom: The Case of Arab Learners in Israel.

In particular no study, to our knowledge, has considered the implementation of ARCS motivational strategy in Arabic speaking skills. This study points out the advantages and practicability of improving motivation for students in Arabic language learning through learning management system and improving students' outcome in Arabic speaking skills.

The objectives can be restated in the light of describing: (1) the improving in motivation to learn Arabic through the Learning Management System (LMS) and (2) the improving in learning outcomes of Arabic speaking skills. This thesis has made a number of significant contributions to the field of Arabic language teaching and learning, especially in Arabic teaching as a foreign language. In this study, the ARCS motivation strategy designed to improve student learning outcomes was based on foreign language learning theory. Motivations and academic performance of students were examined to determine the level of relevance. This study was designed to find out how to implement Arabic learning with the ARCS model through LMS during the COVID-19 pandemic.

METHOD

The type of this research was Classroom Action Research (CAR). The subjects were 39 students of C Class and D Class in *Kalam Ibtida'i* Course at the Department Arabic, Faculty of Letters, Universitas Negeri Malang, Indonesia. The students were in first and odd semester of the academic year 2021-2022. The study was conducted from September until November 2021.

This study was classified as participation CAR because the researcher was a lecturer who was personally involved in the research process from beginning to

end. The researcher was participant researcher that taught directly the *Kalam Ibtida'i* course in C and D class in the Department Arabic of Universitas Negeri Malang.

The study was conducted in 10 meetings and in 2 cycles of CAR. The cycle ended when the percentage of students graduation in *Kalam Ibtida'i* course was above 90%. The minimum graduation standard of this course was when the students achieved score minimally 55 (grade C) based on score standard in Universitas Negeri Malang.

The research took place over the course of ten (10) meetings and two (2) cycles of CAR. When the percentage of students graduating from the *Kalam Ibtida'i* course exceeded 90%, the cycle came to an end. The required graduation standard for this degree was a minimum score of 55 (grade C) based on the score standard in Universitas Negeri Malang.

The first cycle studied basic matters and themes of foreign language learning such as *al-tahiyyat wa al-ta'aruf*, *al-usrah*, *al-sakan*, *al-hayah al-yaumiyyah*, and *al-tha'am wa al-syarab*. The second cycle studied *al-shalah*, *al-dirasah*, *al-'amal*, *al-tasawwuq*, and *al-jawwu*. The matters were studied from the Book of Al-'Arabiyyah Baina Yadaik written by Al-Fauzan et al. (2003). Each cycle consisted of five meetings. The CAR had four main stages in each cycle: (1) planning; (2) implementation; (3) observation; and (4) reflection referring to Spiral Model by Kemmis, McTaggart, and Nixon (2014).

The data was qualitatively analyzed. The descriptive-qualitative method in analysis of data was adopted from Miles, Huberman, and Saldana (2014) which included: (1) data reduction; (2) presentation of systematic and logical descriptive; (3) making conclusions based on the presented results; and (4) verification. The data of students' learning motivation were obtained from questionnaire for measurement matrix of learning motivational index in the Relevance Component of the ARCS Model by Keller (2016) and the data of students' outcome of Arabic speaking skills were obtained from students worksheet assesment and end-of-cycle Arabic translation test.

Data analysis was carried out from the activities in the beginning until the end of CAR. The data resulted from the activites were processed and analyzed qualitatively. This study also used comparative descriptive technique for quantitative data. It was conducted by comparing the results and data of each cycle in the form of students scores table.

From the beginning of activities of CAR to the finish, data analysis was carried out. The qualitative data obtained from the activities was processed and analyzed. For quantitative data, this study used a comparative descriptive technique. It was carried out by comparing the results and data of each cycle in the form of a table of student scores.

There were two cycles in this study with four phases. The researchers began by planning, which included: (1) designing the syllabus; (2) preparing the learning implementation plan with ARCS motivational model in Arabic speaking learning; (3) preparing phenomena in the form of pictures, videos, or experiments; (4) creating student worksheet; (5) creating an observation sheet for the implementation of ARCS motivational model in Arabic speaking learning; (6) designing a rubric to measure the motivation of students learning and outcome of students in Arabic speaking learning; (7) designing indicators and rubric score.

The second and third steps were divided into two parts: implementation and observation. ARCS motivational model in Arabic speaking learning was implemented in the two classrooms. The observation consisted of (1) preliminary and opening exercises based on ordinary phenomena, students' knowledge, and description of learning objectives; (2) the main activities of ARCS motivational model in Arabic speaking learning in *Kalam Ibtida'i Course;* (3) review, conclussion, and closing the meeting. The fourth step was reflection. The lecturer provided feedback on the findings of the analysis and discussion, which was used to improve the next cycle's implementation of the learning process. The data collected in the first cycle was used to improve the next round.

RESULTS & DISCUSSION

Improving the Motivation of Students in Arabic Language Learning

There are four steps/procedures in carrying out this study, first, the research subjects were selected from 2 classes of *Kalam Ibtida'i* courses from 4 semester 1 classes for the odd academic year 2021-2022 in the Department of Arabic Literature, Faculty of Letters, State University of Malang. They are students who are just learning Arabic in their first year. Second, the students and the learning materials were examined and adapted to the learning syllabus and motivational techniques were developed according to the ARCS-V motivational design paradigm.

The third step is that communication techniques and motivational designs are selected and implemented every week. Learning materials and videos are given to students through the Learning Management System (LMS) owned by the State University of Malang (UM) on the https://sipejar.um.ac.id/ page as a motivational communication strategy. Some of the relevant motivational components in the ARCS-V motivation model are taken from the concept and pattern of motivational communication designed by John M. Keller (2016), an expert on motivational design models and instructors in the distance education sector.

The fourth step is the implementation phase which takes 10 weeks from 16 weeks of lectures in the odd semester of the 2021-2022 academic year. The research subjects received a pretest before the application of the ARCS learning motivation model, a mid-test after the fifth week of applying the ARCS learning motivation model, and a posttest after the tenth week of applying the ARCS learning motivation model. The academic achievement of the participants was assessed using the test results, namely the mid-semester examination and the final examination for the implementation of ARCS.
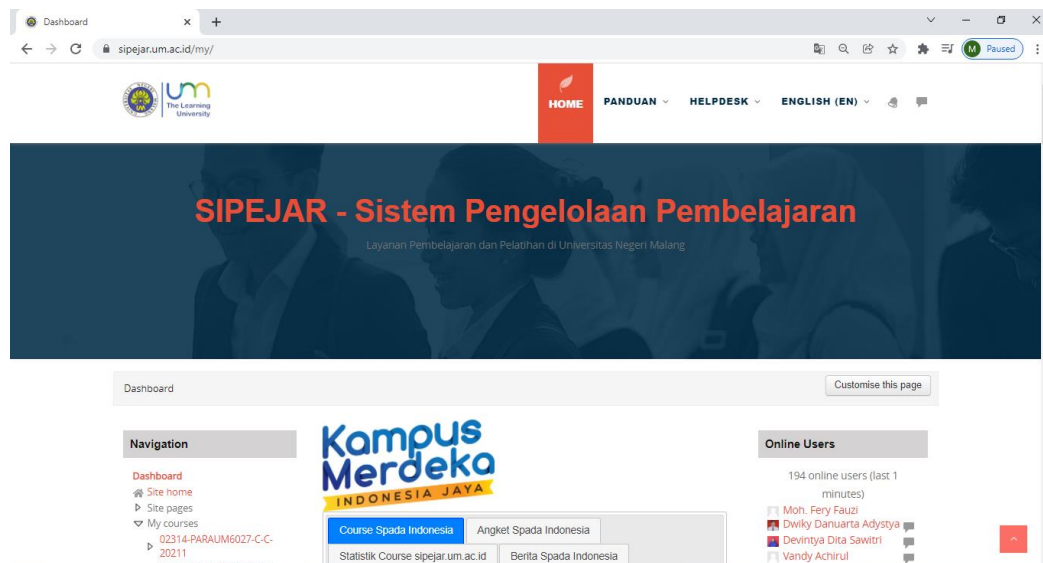
Figure 1. Display of Learning Management System (LMS) in Sipejar

Figure 1 is a display of Sipejar's Learning Management System (LMS). This Moodle-based LMS was developed by the State University of Malang as a learning platform based on e-learning technology.

Although other strategies exist, they are less prominent in lecture activities. The attention, relevance, confidence, and satisfaction (ARCS) models were each established using four main learning strategies. The researchers implement four tactics from each ARCS component to students every meeting. Ucar and Kumtepe (2020) said that the ARCS-V design aims to identify motivational issues in a learning context and then develop motivational methods to overcome these issues. The researchers also constructed motivational methods to improve learners' motivation after an effective motivational analysis procedure.

Several components of the relevant ARCS learning motivation model are implemented in the learning of the *Kalam Ibtida'i* course. Some of these motivational components were adapted and modified from the ARCS component developed by Ucar and Kumtepe (2020) in their research.

Table 1. Implementation of ARCS Motivational Strategy

ARCS Components		Implementation of ARCS Motivational Strategy
A	Attention	1. Give welcome and friendly greetings to students 2. Use of familiar lecture instructional language 3. The use of posters in self-introduction using simple Arabic 4. Presenting simple expressions related to learning materials with pictures or videos
R	Relevance	1. Explanation of the importance of *Kalam Ibtida'i* courses 2. An explanation of the approaches, methods and learning strategies used in the *Kalam Ibtida'i* course 3. Explanation of the use of synchronous online lecture platforms, asynchronous online lectures, and hybrid lectures. 4. Screening of profiles and the world of work for graduates of Arabic education study programs via video
C	Confidence	1. Lecture evaluation criteria are explained in detail. 2. Detailed information related to coursework and exams is explained at the initial meeting of the lecture. 3. Students prepare weekly study plans to achieve learning objectives and learning outcomes for the *Kalam Ibtida'i* course. 4. The study plan is checked through the Learning Management System at https://sipejar.um.ac.id/.
S	Satisfaction	1. Feedback and motivational messages are sent to students who are active in lectures. 2. Motivate students with verbal praise. 3. Provide relevant rewards such as e-books or e-modules. 4. Provide additional value for active and developing students and explain the types of competency improvement achieved by students.

Based on Table 1, the motivation strategy used in the *Kalam Ibtida'i* course uses the ARCS motivation model. The attention, relevance, confidence, and satisfaction (ARCS) models were each developed with 4 dominant learning strategies, although there are other strategies but they are still less dominant in lecture activities. 4 strategies in each ARCS component almost every lecture week are implemented by lecturers to students.

Based on the data, the results of this study indicate that students' learning motivation increases based on the ARCS learning motivation model. This is evidenced by an increase in learning attitudes during the lecture process and a significant increase in output after the application of the ARCS learning motivation model. The application of the ARCS learning motivation model in the *Kalam Ibtida'i* course is carried out in two cycle stages. The increase in learning

motivation can be seen in the attitude of students in attending lectures with several indicators in Table 2.

Table 2. Indicators of Increasing Learning Motivation

No.	Indicator	Scale	Percentage
1	Desire to pass the *Kalam Ibtida'i* course	$1-5$	100.0%
2	Encouragement and needs for independent or guided study	$1-5$	90.0%
3	Rewards in learning	$1-5$	92.5%
4	There are interesting activities in synchronous and asynchronous lectures	$1-5$	87.5%
5	There are goals and hopes after graduation	$1-5$	92.5%

Table 2 is an indicator of increasing learning motivation which was adapted and modified from Alfiyana et al (2018). Researchers use these indicators to find data on increasing student motivation in the *Kalam Ibtida'i* course by using a questionnaire to carry out learning with the ARCS learning motivation model. Learning motivation data contains 40 statements which were adapted from a psychological scale sheet for learning motivation. The criteria for learning motivation consist of 5 rating scales using a Likert scale.

The five indicators of increasing learning motivation in Table 3 are: 1) the desire to pass the *Kalam Ibtida'i* course which reaches 100%; 2) encouragement and needs for independent or guided learning which reaches 90%; 3) rewards in learning which reached 92.5%; 4) there are interesting activities in synchronous and asynchronous lectures which reached 87.5%; and 5) the existence of ideals and hopes after graduation which reached 92.5%. From the 5 indicators, learning with the ARCS learning motivation model has a major effect on student motivation in the Arabic Literature Department, Faculty of Letters, State University of Malang Indonesia.

The ARCS model offers an approach to diagnose student motivation problems in computer-based learning and Learning Management System (LMS). By comparing the results of pre and post surveys, researchers can identify motivational problems and understand how student motivation changes over time. In addition, researchers can investigate the interactions among the four ARCS components to optimize lectures for achieving the desired motivation. Huang (2004) states that meaningful linkages between assessments and individual ARCS components need to be established by collecting and coding qualitative data. Each identified instructional component has a unique impact on learning outcomes. The qualitative coding process helps researchers uncover the

meaning behind each assessment that leads to the development of effective learning interventions.

The design of learning motivation is the process of organizing resources and procedures to bring about changes in people's motivation. Hess (2015) states that there are three different ways to make the design. First, teachers or lecturers can use an individual-centered learning philosophy related to the psychological construction of interpersonal interactions; second, they can use an environment-centered philosophy that considers how the environment impacts individual responses and interactions; or third, they may focus on teaching using an interaction-centered philosophy that considers how human values affect and are influenced by their environment.

Improving Learning Outcomes of Arabic Speaking Skills

Researchers in this study applied the ARCS learning motivation model in learning the *Kalam Ibtida'i* course. The application of the ARCS model was carried out after the pretest was carried out. The pretest was carried out to find out the initial description of student motivation and students' ability to speak Arabic.

The research was conducted in 10 meetings and CAR in 2 cycles. The cycle ends when the percentage of student graduation in the *Kalam Ibtida'i* course is above 90%. The minimum passing standard for this course is when students achieve a minimum score of 55 (class C) based on the standard grades at the State University of Malang.

This research lasted for ten (10) meetings and two (2) CAR cycles. When the percentage of students who pass the *Kalam Ibtida'i* course exceeds 90%, the cycle ends. The graduation standard required for this degree is a minimum grade of 55 (grade C) based on the standard grades at the State University of Malang.
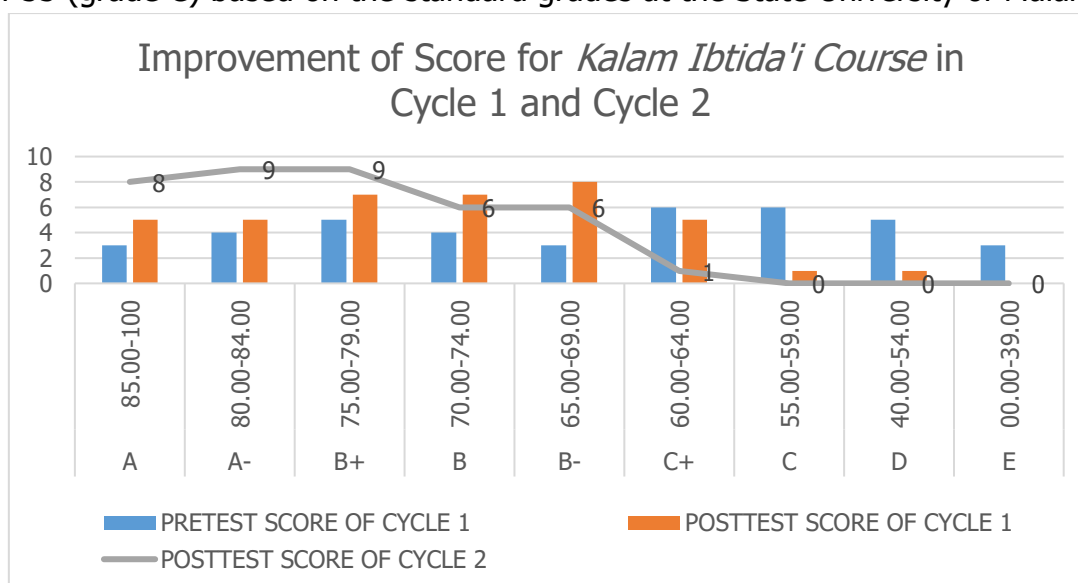
Figure 2. Improvement of Pretest and Posttest Score for *Kalam Ibtida'i* Courses

Based on the results of the pretest of speaking Arabic in the first cycle of the pretest in Figure 2, the highest score is 85-100 while the lowest score is 0-39 with an average score of 62.31. A total of 3 students (7.69%) got a score in the range of 85.00-100.00 (A-score) and 4 students (10.26%) got a score of 80.00-84.00 (A-score). This means that only 7 (17.95%) students got grades A and A- for the *Kalam Ibtida'i* course. In addition, as many as 8 students scored <55. This means that 20.51% of students failed to reach the minimum standard (C-score) to pass the *Kalam Ibtida'i* Course.

From the graphic explanation in Figure 2, it is known that the average score obtained by students is in the C+ predicate, which is in the range of 60.00-64.00. Based on observations made by researchers, the difficulties experienced by students in lectures are influenced by several things, including: (1) some students are still new to learning Arabic, (2) online learning models are less attractive, (3) lack of enthusiasm and motivation to learn, and (4) lack of interest in online learning.

In the first cycle, learning is focused on material about the basic topics of foreign language learning. The first cycle studied the subject matter and themes of foreign language learning such as al-tahiyyat wa al-ta'aruf, al-usrah, al-sakan, al-hayah al-yaumiyyah, and al-tha'am wa al-syarab. These things were learned from the Kitab Al-'Arabiyyah Baina Yadaik written by Al-Fauzan et al. (2003).

One of the factors that influence student learning achievement is motivation. According to Zohoorian et al. (2018) students are more likely to start an assignment and keep working on it if they really want to do it. In fact, the motivation to learn a second language is one manifestation of a positive attitude towards the language. Therefore, if students have positive attitudes towards teachers, materials, and methods, they will try to learn the language. However, if they have a negative attitude towards language, materials, and teachers, they will hardly achieve success.

Cycle I Learning with the ARCS learning motivation model for five meetings with the results as shown in Figure 2. The highest score obtained by students in the posttest cycle 1 was 85-100 and the lowest score was 40-54, with an average of 71.28. A total of 5 students (12.82%) scored in the range of 85.00-100.00 (A grade) and 5 students (12.82%) scored 80.00-84.00 (A-grade). This means that 10 (25.6%) students got grades A and A- for the *Kalam Ibtida'i* course. In addition, 1 student still got a score of <55. This means that 2.56% of students fail to reach the minimum standard (class C) to pass the *Kalam Ibtida'i* Course.

From the data presented in Figure 2, it is known that there was an increase in students' ability to translate Arabic texts. Evidenced by the increase in the number of students who scored in the range of 85-100 scores which reached 25.6% of 39 students. While the average score obtained by students increased

by 8.97 points from 62.31 in the pretest cycle 1 to 71.28 in the posttest cycle 1. From 39 students, there was still 1 student who failed to achieve a minimum score of 55 to pass the Kalam Ibtida Course. 'i, while there was 1 student who got a score of 55 which is the minimum passing grade, which is a grade of C. This means that 2.56% of students failed to achieve the minimum score to pass the course so the research cycle had to be continued in cycle 2.

The results of observations during the first cycle, found several facts: (1) most students are getting used to using simple Arabic in spoken discourse, (2) the learning motivation model can be implemented in students who are relatively new to learning Arabic, (3) enthusiasm and motivation to learn increases, and (4) students can learn independently asynchronously.

Based on the results obtained in the first cycle, the research continued to the second cycle. The cycle is continued to cycle 2 because there are still students whose standard passing grades do not meet the minimum standards in the *Kalam Ibtida'i* Course according to the standard learning objectives of this course. Learning Arabic speaking skills was carried out in cycle 2 using the topics of al-shalah, al-dirasah, al-'amal, al-tasawwuq, and al-jawwu. These things were learned from the Kitab Al-'Arabiyyah Baina Yadaik written by Al-Fauzan et al. (2003). To get more significant results, the second cycle was carried out on the same students.

From the posttest data for cycle 2 in Figure 2, it is known that 100% of students passed the *Kalam Ibtida'i* course. Therefore, efforts to improve learning Arabic speaking skills with the implementation of ARCS learning motivation show results. This cycle was carried out for five meetings. This CAR has four main stages in each cycle: (1) planning; (2) implementation; (3) observation; and (4) reflection refers to the Spiral Model by Kemmis, McTaggart, and Nixon (2014).

From the data obtained in the second cycle in Figure 2, it is known that the average score of students increased from 71.28 to 76.41. The mean score produced by students also increased by 8.97 points in cycle 1 after being given treatment, and increased by 5.13 points from cycle I to cycle II. So, the lowest score obtained by students continues to increase along with the implementation of the ARCS learning motivation model. Therefore, based on the facts and available data, it can be concluded that the use of the ARCS learning motivation model is effective and appropriate to use to increase student motivation and learning outcomes. The research hypothesis which states that learning by using the ARCS learning motivation model can increase learning motivation and learning outcomes using the Learning Management System (LMS) is empirically proven. This learning process also relies heavily on the quality of interaction between students (Berger & Hänze, 2015) and students gain new knowledge and vocabulary to use in learning situations (Khoshsima & Saed, 2016).

From the graphic explanation in Figure 2, it is known that the average score obtained by students is in the B+ predicate, which is around 75-79. Based on observations made by researchers, this increase is influenced by several things, including: (1) most students are accustomed to using simple Arabic in spoken discourse, (2) learning motivation models can be implemented in students who are relatively new to learning Arabic. , (3) the enthusiasm and motivation to learn increases, and (4) students can study independently asynchronously, and (5) there are no students who turn off the camera during synchronous online learning.

Teaching Arabic language in online and offline learning must take into account the characteristic and the motivation of students (Fauzi, et al., 2020; Fauzi, Fatoni, & Anindiati 2020). Motivation and interest are very important for students in learning a language that is very different from the mother tongue (Sa'diyah & Abdurahman, 2021; Kholidiyah, 2021). The ARCS model is complemented by stable and validated scales for assessing the individual constructs. It is based on existing research on the psychology of human motivation to identify four primary traits that build/encourage motivation: Attention, Relevance, Competence, and Satisfaction. This work is particularly interesting because of the extensive use and the fact that the ARCS model has been proven in multiple applications and across several cultures (Asia, Europe, and America) (Orji, Reilly, Oyibo, & Orji, 2019). Self-controlling one's own motivation is seen as a critical component of self-directed learning (Engelschalk, Steuer, & Dresel, 2017). The sensations and excitement supplied by extra motivation for pupils to learn a second language in a better way is one of the most important components in learning a language (Rahman, Rajab, Wahab, Nor, Zakaria, & Badli, 2017).

CONCLUSIONS

Through the use of a learning management system, the ARCS motivational method was implemented in the *Kalam Ibtida'i* course, which improved student motivation in Arabic language acquisition. It was discovered after the deployment of the ARCS learning motivation model, which resulted in an increase in learning attitudes during the lecture process and a large rise in output. The ARCS learning motivation paradigm is used in two levels in the *Kalam Ibtida'i* course. Several attitudes indicated that students' motivation was improving, including: 1) a desire to pass the *Kalam Ibtida'i* course; 2) encouragement and needs for independent or guided study; 3) rewards in learning; 4) interesting activities in synchronous and asynchronous lectures; and 5) goals and hopes for after graduation. The use of the ARCS motivational method in the *Kalam Ibtida'i* course improved the

students' Arabic speaking skills as well. Novice students need good incentive to master Arabic speaking skills, the ARCS Model was effectively applied for this *Kalam Ibtida'i* course. Students' learning results improved as well, as seen by the rising score of the *Kalam Ibtida'i* course. The results of this study suggest that implementing the ARCS motivational method can assist students enhance their Arabic speaking skills. There are certain limitations to this study. The evaluation and comparison of learning outcomes between novice and experienced students in Arabic speaking skills can be done in the future study.

ACKNOWLEDGMENT

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