

## **ARCS (Attention, Relevance, Confidence, Satisfaction) Model as Extrinsic Motivation in Arabic Language Learning: Teachers' Perspectives and Experiences**

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### **Abstract**

This study aims to explore the perspectives and experiences of 32 Arabic language teachers in West Sumatra in providing extrinsic motivation through the ARCS (Attention, Relevance, Confidence, Satisfaction) model and its effectiveness, as well as the obstacles they face in the practice. This study is motivated by the view that intrinsic motivation alone is not sufficient; students also need extrinsic motivation as a reinforcement and driver in the Arabic language learning process. Using a phenomenological approach, data were collected through observation and online interviews, then analyzed using the Miles and Huberman model, which includes data condensation, data presentation, and conclusion drawing. The results showed that: (1) the majority of teachers perceive the importance of extrinsic motivation and apply it through various strategies that can be categorized in the ARCS model (Attention, Relevance, Confidence, Satisfaction), and also by Piaget's developmental theory of teaching Arabic language materials from easy to difficult; (2) The main obstacles in implementing extrinsic motivation in the form of the ARCS model include internal factors such as low interest and negative perceptions of students towards Arabic, as well as external factors such as limited support from

schools and families; (3) the majority of teachers consider extrinsic motivation in the form of the ARCS model to be effective in increasing enthusiasm, creativity, long-term interest, as well as students' learning abilities and achievements. However, its effectiveness is still assumptive and contextual because it has not been tested quantitatively. This study provides practical implications for Arabic language teachers in designing learning strategies that integrate extrinsic motivation effectively, especially through the application of techniques in the ARCS model, thoroughly and contextually.

**Keywords:** Arabic language learning; ARCS model; extrinsic motivation; learning obstacles.

## Introduction

Motivation is one of the key factors that determine success in language learning<sup>1</sup>. Student motivation plays a crucial role in the happiness-centered approach. Teachers must be able to instill confidence in their students, helping them believe in their ability to master the material effectively.<sup>2</sup> In the process of language acquisition, motivation functions as an internal force that drives learners to participate actively in diverse learning activities, sustain their efforts, and overcome challenges encountered along the way. In the absence of strong motivation, language learning may become monotonous and unproductive, as language involves not only cognitive engagement but also affective commitment<sup>3</sup>. In this context, motivation in language learning can be categorized into two types, namely intrinsic motivation and extrinsic motivation.

Extrinsic motivation as a supporting strategy in Arabic language learning offers various techniques that teachers implement in the classroom. These extrinsic motivation techniques can be done through verbal and nonverbal reinforcement<sup>4</sup>. Extrinsic motivation is a motive that occurs because of an

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<sup>1</sup> Karen Dunn and Janina Iwaniec, "Exploring The Relationship Between Second Language Learning Motivation And Proficiency: A Latent Profiling Approach," *Studies in Second Language Acquisition* 44, no. 4 (2022): 967–97, <https://doi.org/DOI: 10.1017/S0272263121000759>.

<sup>2</sup> Zuhdiyah, Z., Karolina, A., Oviyanti, F., Aflisia, N., & Hardiyanti, Y. S. D. (2020). The variousity of happiness perspective and its implementation in learning process. *Psikis: Jurnal Psikologi Islami*, 6(1), 102-115.

<sup>3</sup> Inbal ARNON, "The Starting Big Approach to Language Learning," *Journal of Child Language* 48, no. 5 (2021): 937–58, <https://doi.org/DOI: 10.1017/S0305000921000386>.

<sup>4</sup> Guangxiang Leon Liu, Yue Zhang, and Rui Zhang, "Examining the Relationships among Motivation, Informal Digital Learning of English, and Foreign Language Enjoyment: An Explanatory Mixed-Method Study," *ReCALL*, 2023, 72–88, <https://doi.org/10.1017/S0958344023000204>.

impetus that comes from outside a person<sup>5</sup>. Extrinsic motivation, in addition to serving as a complementary strategy within the broader framework of Arabic language learning, also plays a significant and influential role in the overall learning process. This is because a student is not enough to have intrinsic motivation, but needs extrinsic motivation as a reinforcer and booster in their learning process. Extrinsic motivation as a supporter and reinforcer of intrinsic motivation comes together in improving students' abilities in Arabic language learning<sup>6</sup>.

The ARCS model as an alternative to motivation-based Arabic language learning is among the extrinsic motivations<sup>7</sup>. The ARCS model, which consists of Attention, Relevance, Confidence, and Satisfaction, is a motivation-oriented instructional framework applicable across various subject areas. It provides a comprehensive approach to enhancing learner motivation by outlining clear steps from the beginning to the end of the learning process, as reflected in students' satisfaction with the personal growth they experience. Learning motivation is a need to improve skills in language learning. Intrinsic and extrinsic learning motivations reinforce each other to achieve learning goals in the form of language proficiency.

Supporting strategies in Arabic language learning are strategies that do not stand alone in achieving learning objectives. Motivation-based learning is learning that is integrated with other learning models to achieve Arabic language learning goals<sup>8</sup>. As a supporting strategy, it sometimes faces obstacles in the form of unintentional neglect by teachers and principals. Extrinsic motivation as a supporting strategy in Arabic language learning is carried out in the absence or weakening of students' intrinsic motivation in learning<sup>9</sup>. Meanwhile, the decline or lack of students' intrinsic motivation in learning is often attributed to the perception of Arabic as a challenging subject. Therefore, extrinsic motivation is considered a complementary strategy, as it not only enhances the effectiveness of other learning strategies but also reinforces students' intrinsic motivation.

Learning Arabic as a foreign language is often accompanied by challenges related to student motivation. Several studies have identified various factors contributing to diminished enthusiasm for learning Arabic. Notably, Zohra

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<sup>5</sup> Julian Decius, Niclas Schaper, and Andreas Seifert, *Work Characteristics or Workers' Characteristics? An Input-Process-Output Perspective on Informal Workplace Learning of Blue-Collar Workers, Vocations and Learning*, vol. 14 (Springer Netherlands, 2021), <https://doi.org/10.1007/s12186-021-09265-5>.

<sup>6</sup> Muassomah Muassomah, "Demotivation Of AFL Students In The Online Learning," *Ijaz Arabi Journal of Arabic Learning* 6, no. 1 (2023): 190–204, <https://doi.org/10.18860/ijazarabi.v6i1.16884>.

<sup>7</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach* (New York: Springer New York Dordrecht Heidelberg London, 2010).

<sup>8</sup> Bin Yin et al., "Integrative Learning in the Lens of Meta-Learned Models of Cognition: Impacts on Animal and Human Learning Outcomes," *Behavioral and Brain Sciences* 47 (2024): e169, <https://doi.org/DOI: 10.1017/S0140525X2400027X>.

<sup>9</sup> Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya*, PT. Bumi Aksara, 2018.

Yasin's research revealed that students taught without the aid of multimedia exhibited lower levels of motivation in their learning process<sup>10</sup>. Raees Calafato's research found that although Arabic learning strategies are complete and consistent, they still fail to maintain and increase learning motivation unless a variety of digital strategies are used<sup>11</sup>. This is supported by the results of Mohd Elmagzoub Eltahir et al, who found that the lower motivation of students to learn Arabic when using traditional strategies, when compared to using game-based learning strategies<sup>12</sup>. The results of Azkia Muharom Albantani's research found that students' lack of motivation in online learning to speak with native Arabic speakers<sup>13</sup>. Given the findings indicating a lack of motivation in learning Arabic, further research is needed to explore the role of extrinsic motivation, with the specific aim of sustaining and enhancing students' enthusiasm for learning the language.

Arabic language learning in Indonesia is governed by a curriculum that is always evolving from year to year<sup>14</sup>. The curriculum regulates all aspects of Arabic language learning, including content standards. In general, the content standards for learning Arabic as a foreign language include learning the elements of language and *maharah luhgawiyah*<sup>15</sup>. Each mode of learning possesses its own objectives and distinct characteristics. A student may exhibit strong motivation in one type of learning environment while showing little interest in another. For example, a student likes learning *maharah* kalam but is afraid and not interested in learning *nahwu* and *sharaf*. This imbalance of intrinsic motivation requires extrinsic motivation from a teacher so that learning objectives are still achieved as they

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<sup>10</sup> Zohra Yasin, Herson Anwar, and Buhari Luneto, "Multimedia Powerpoint-Based Arabic Learning and Its Effect to Students' Learning Motivation: A Treatment by Level Designs Experimental Study," *International Journal of Instruction* 14, no. 4 (2021): 33–50, <https://doi.org/10.29333/iji.2021.1443a>.

<sup>11</sup> Raees Calafato, "Charting the Motivation, Self-Efficacy Beliefs, Language Learning Strategies, and Achievement of Multilingual University Students Learning Arabic as a Foreign Language," *Asian-Pacific Journal of Second and Foreign Language Education* 8, no. 1 (2023), <https://doi.org/10.1186/s40862-023-00194-5>.

<sup>12</sup> Mohd. Elmagzoub Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education," *Education and Information Technologies* 26, no. 3 (2021): 3251–78, <https://doi.org/10.1007/s10639-020-10396-w>.

<sup>13</sup> Azkia Muharom Albantani, Ahmad Madkur, and Imam Fitri Rahmadi, "Agency in Online Foreign Language Learning Amidst the Covid-19 Outbreak," *Turkish Online Journal of Distance Education* 23, no. 4 (2022): 0–1, <https://doi.org/10.17718/tojde.1182781>.

<sup>14</sup> Mamluatul Hasanah et al., "Arabic Performance Curriculum Development: Reconstruction Based on Actfl and Douglas Brown Perspective," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021): 779–801, <https://doi.org/10.18860/ijazarabi.v4i3.11900>.

<sup>15</sup> Mochamad Syaifudin, "Pembelajaran Unsur Bahasa (Studi Analisis Konten Buku Bahasa Arab Kelas V MI)," *QUDWATUNA* 3, no. 1 (2020): 71–88.

should be. In other words, the teacher plays a very important role in directing students' interest in learning, including Arabic language learning<sup>16</sup>.

Previous research on extrinsic motivation has been done a lot, such as Eva Yuliana's research<sup>1718</sup> which concluded that there is an effect of extrinsic motivation on learning outcomes. Research that combines intrinsic and extrinsic motivation and other factors in influencing learning outcomes<sup>192021</sup>. While research on extrinsic motivation in Arabic language learning, such as research<sup>22</sup> It is a case study type of research. Previous studies primarily examined the influence of extrinsic motivation on student achievement in subjects other than Arabic. In contrast, the present study focuses on teachers' perspectives and experiences in applying extrinsic motivation specifically within the context of Arabic language instruction. Methodologically, while earlier research employed both quantitative and qualitative case study approaches, this study adopts a qualitative phenomenological approach.

This study aims to explore the perspectives and experiences of Arabic language teachers in providing extrinsic motivation as a ARCS model in Arabic language learning using the phenomenological method. Thus, this research structures three questions 1) What are the views and experiences of teachers in West Sumatra in implementing extrinsic motivation in the form of the ARCS model in Arabic language learning? 2) What are the challenges faced by teachers in West Sumatra in using extrinsic motivation in the form of the ARCS model? 3) What are teachers' perceptions of the effectiveness of extrinsic motivation-based learning in the form of the ARCS model? A series of answers to these questions are the focus of this research.

This study argues that extrinsic motivation, although as a supporting strategy in Arabic language learning, has an important role to play in improving

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<sup>16</sup> Nuraini Nindra Utami Tarigan and Zulkarnein Zulkarnein, "Strategi Guru Bahasa Arab Dalam Mengatasi Kesulitan Belajar Materi Nahwu Dan Shorof Pada Siswa Kelas IX Di MTs Al Washliyah Pancur Batu," *Tsaqila | Jurnal Pendidikan Dan Teknologi* 3, no. 2 (2023): 105–12.

<sup>17</sup> Eva Yuliana and Dwi Fauzi Rachman, "Hubungan Motivasi Ekstrinsik Dengan Hasil Belajar," *Jurnal Basicedu* 5, no. 5 (2020): 3(2), 524–32, <https://journal.uui.ac.id/ajie/article/view/971>.

<sup>18</sup> Leni Maimuna, "Analisis Pengaruh Motivasi Belajar Ekstrinsik Dalam Pembelajaran Daring Terhadap Mutu Hasil Belajar Di Amik Bina Sriwijaya Palembang," *Jurnal Penjaminan Mutu* 7, no. 1 (2021): 62–70.

<sup>19</sup> Yuliana and Rachman, "Hubungan Motivasi Ekstrinsik Dengan Hasil Belajar."

<sup>20</sup> Eka Ary Wibawa, Rizki Oktavianto, and Joni Susilowibowo, "Faktor Determinan Hasil Pembelajaran Daring Mahasiswa: Peran Motivasi Intrinsik, Motivasi Ekstrinsik, Dan Regulasi Diri," *Jurnal Pendidikan Ilmu Sosial* 32, no. 1 (2022): 106–17.

<sup>21</sup> Rani Sartika Br Sembiring and Alfi Nura, "Pengaruh Motivasi Ekstrinsik Dan Motivasi Intrinsik Terhadap Prestasi Belajar Siswa Mata Pelajaran Teknologi Perkantoran," *Jurnal Nasional Manajemen Pemasaran & SDM* 3, no. 4 (2022): 197–211.

<sup>22</sup> M Kholis Amrullah and Muhamad Fatkhul Muin, "Motivasi Ektrinsik Pada Siswa Smp IT Insan Mulia Batanghari," *Qualitative Research in Educational Psychology* 1, no. 01 SE-Articles (2023): 33–40.

students' learning motivation and ability. Extrinsic motivation can foster the development of self-discipline and a sense of responsibility among students, which in turn positively influences their academic performance. Thus, while intrinsic motivation remains the main factor that drives sustained and deep learning, extrinsic motivation should not be overlooked as an effective.

This research uses a qualitative design that relies on the Arabic language learning process in West Sumatra, with a type of phenomenological research. This research was conducted in West Sumatra Province, this province was chosen because it is one of the provinces that is active in Arabic language learning. The participants in the study were Arabic teachers in West Sumatra who taught in various Madrasahs in districts and cities. Data were collected through observation and interviews conducted online with several teachers. The interviews utilized WhatsApp and Google Forms, featuring both short-answer and paragraph-style questions to allow participants greater flexibility in sharing their perspectives and experiences in applying extrinsic motivation in Arabic language learning. The data that has been collected is then subjected to three stages of analysis as stated by Miles and Huberman, namely data reduction is done by summarizing and selecting important data from interviews and questionnaires, data display is done by narrating the data in a text so that the structure can be understood, verification is drawing conclusions by comparing with the arguments at the beginning of the research.

## Findings and Discussion

### Views and Experiences of Teachers in West Sumatra in Applying Extrinsic Motivation in the Form of the ARCS Model in Arabic Language Learning

Interviews with several Arabic language teachers showed that they view motivation as important in supporting the learning process. The teachers indicated that extrinsic forms of motivation, such as providing attention, using engaging media, and offering rewards, can significantly enhance student participation in the classroom. They view the act of motivating students not merely as a professional obligation, but also as a deliberate effort to create a more dynamic and engaging learning environment. This finding is in line with the ARCS model<sup>23</sup>, especially on the attention and satisfaction aspects, which emphasize the importance of making learning interesting and providing tangible positive results for students so that students feel satisfied with their learning outcomes. In addition, this approach is also in line with Dörnyei's view that the use of extrinsic motivation as a first step to build students' engagement in language learning is a good way to build students' engagement in language learning<sup>24</sup>.

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<sup>23</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach*.

<sup>24</sup> Ran Pei and Zhiwu Zhang, "Researching Language Learning Motivation: A Concise Guide," *Frontiers in Psychology* 13 (2023): 10–12, <https://doi.org/10.3389/fpsyg.2022.1107594>.

Based on the experience of some teachers, there are a number of factors that cause low student motivation. Most students are considered to have weaknesses in basic knowledge, such as the inability to read the Qur'an fluently or the lack of basic understanding of Arabic since the previous education level. In addition, students often display passivity, lack of enthusiasm, and anxiety when required to use Arabic actively. The perception that Arabic is a difficult subject and less important compared to other subjects further reinforces their reluctance to engage in the learning process. These factors reflect personal dimensions and negative perceptions of foreign languages, which, according to Dörnyei & Ushioda's theory, are included in the learner-internal context, namely students' psychological and cognitive conditions that affect learning motivation<sup>25</sup>.

On the other hand, teachers also identify external factors that contribute to weak student motivation, such as limited learning time, lack of adequate facilities and infrastructure, and institutional policies that have not optimally supported the strengthening of Arabic lessons. The dense curriculum and the lack of integration of Arabic learning in daily life make students feel unfamiliar and less interested. These factors can be categorized as contextual factors in the learning environment, which, according to Ushioda (2011) in Mikael, play a major role in shaping the motivational climate of students, such as the learning environment or institution (meso level) and national education policies (macro level) that can affect student motivation<sup>26</sup>. Therefore, teacher intervention in these conditions becomes very important as a response to structural learning challenges.

Several Arabic language teachers in West Sumatra were found to implement various strategies to increase students' motivation to learn, especially in the form of extrinsic motivation. These strategies are designed not only to address students' behavioral tendencies but also to build their confidence in learning Arabic. The majority of teachers reported that they motivate students by emphasizing the practical significance of Arabic in everyday life, including its relevance for religious practices, academic advancement, and future career opportunities. This strategy is a form of utilitarian value-based extrinsic motivation, as described in the ARCS model in the relevance dimension<sup>27</sup>. When students know the concrete benefits of Arabic, they are more motivated to learn. This finding is in line with Arthur Combs' humanistic theory, which states that the material must be relevant to students' lives because things that have little connection with themselves, then they will not be easily forgotten, as well as the subject matter.

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<sup>25</sup> Davud Kuhi, Yousef Aghrabaci-Fam, and Shirin Rezaei, "Metaphorical Analysis of Iranian High School Students' Beliefs about Conceptual Themes of Foreign Language Education," *International TESOL Journal* 17, no. 1 (2022): 63–91.

<sup>26</sup> Mikael De Clercq et al., "From Micro to Macro: Widening the Investigation of Diversity in the Transition to Higher Education," *Frontline Learning Research* 9, no. 2 (2021): 1–8, <https://doi.org/10.14786/flr.v9i2.783>.

<sup>27</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach*.

About relevance theory, there is a creative and innovative teacher to increases student learning motivation, namely by developing teaching materials according to students' interests and characteristics. If the teaching material is by student interests, it will increase enthusiasm and motivation to learn. This is by the results of Herpratiwi and Ahmad Tohir's research that learning interest affects learning outcomes<sup>28</sup>. Therefore, tailoring teaching materials to align with students' interests can be considered an effective strategy. In addition, some teachers provide guidance, support, and concrete examples, while also fostering student enthusiasm by sharing personal experiences related to Arabic learning. The teacher's experience in learning Arabic is very relevant to the problems experienced by students, so they can imitate their problem-solving.

Before the lesson begins, some teachers give suggestions that Arabic is easy, for example, in learning *nahwu*, there are separate ways to understand it easily, both from the composition of the material and the media used<sup>29</sup> as a solution to the lack of motivation<sup>30</sup>. This is by the concept of George Lazanov's suggestopedia method that positive suggestions given will make students feel comfortable, and Arabic material will be easily accepted<sup>31</sup>. Positive suggestions given to students can be in the form of classical music and songs that can make students feel comfortable, relaxed and not depressed. In a comfortable state, students will easily accept the subject matter so that the strategy of practicing *istima'* and *qiro'ah* is easier to do and has an effective impact.

In addition to emphasizing that Arabic is an accessible language, some teachers also seek to dispel the notion that Arabic is solely a religious language. Instead, they promote the understanding that Arabic functions as a language of communication used broadly by people in everyday contexts. When Arabic is considered as a religious language only, this mindset will limit the orientation and motivation to learn Arabic. In other words, Arabic has a dual role as a means of communication as well as a tool to explore various kinds of Islamic knowledge<sup>32</sup>. Meanwhile, when Arabic is considered to be the language of communication of all people in general, as it is the language of the United Nations, which has been

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<sup>28</sup> Muhammad Haddad Richard and Anisatu Thoyyibah, "Qurtub.My.Id: Website Innovation as a Nahw Learning Media at Ar-Rohmah Integral High School of Malang," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 147–68, <https://doi.org/http://dx.doi.org/10.29240/jba.v8i1.9635>.

<sup>29</sup> Richard and Thoyyibah.

<sup>30</sup> Nailul Izzah et al., "The Application of the Qarshun 'Ajibun Media in Students' Understanding of the Nahwu (Grammar) Subject," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 283, <https://doi.org/10.29240/jba.v8i1.9741>.

<sup>31</sup> Budi Santoso Wibowo, "Metode Suggestopedia: Alternatif Metode Pembelajaran Bahasa Arab Di Perguruan Tinggi," *Journal on Teacher Education* 3, no. 2 (2022): 160–69.

<sup>32</sup> Toto Edidarmo and Achmad Fudhaili, "The Power of Spiritual Motivation: A Conceptual and Theoretical Review of Arabic Language Learning," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 315, <https://doi.org/10.29240/jba.v7i1.5629>.



established<sup>33</sup>, the motivation to learn is unlimited and will even match the motivation in learning other foreign languages.

In addition, among the teachers, starting teaching with easy material first is a strategy that is by Piaget's cognitive development of students who start thinking concretely to the realm of abstract thinking<sup>34</sup>. Presenting Arabic teaching materials in a structured and sequential manner facilitates students' comprehension and helps sustain their attention and motivation to learn. In contrast, disorganized material delivery hinders understanding and may lead to reduced motivation and increased boredom.

At the beginning of learning, most of the teachers interviewed took an individual approach to provide extrinsic motivation. An individual approach is needed for students who need the teacher's attention. Teachers will be able to see which students need an individual approach and which ones do not. This is in accordance with Keller's ARCS Model theory, namely techniques and initial steps in motivational learning, which is corroborated by Lidia Susanti divided into four stages, namely attention, relevance, confidence, and satisfaction<sup>35</sup>. Attention is the first step in this motivation-based learning theory.

Some teachers also use various approaches and media to increase student engagement, such as quizzes, songs, educational games, as well as digital media (games, audio-visual, and picture vocabulary cards). These techniques create a more enjoyable and interactive learning atmosphere that keeps students' attention. This approach not only creates a positive atmosphere, but also provides an external stimulus that triggers motivation. Research by Janaka supports this finding, where the use of digital game media is proven to increase learning motivation because it is based on gamification<sup>36</sup>. Gamification makes students happy because they can learn while playing<sup>37,38</sup>. This is attributable to the characteristics of Generation Z, who are deeply integrated with the digital world;

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<sup>33</sup> Muhsin Muis, "BAHASA ARAB DI ERA DIGITAL: EKSISTENSI DAN IMPLIKASI TERHADAP PENGUATAN EKONOMI KEUMATAN," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* (IAIN Metro Lampung, 2020), <https://doi.org/10.32332/al-fathin.v3i01.2319>.

<sup>34</sup> Alon Mandimpu Nainggolan and Adventrianis Daeli, "Analisis Teori Perkembangan Kognitif Jean Piaget Dan Implikasinya Bagi Pembelajaran," *Journal of Psychology Humanlight* 2, no. 1 (2021): 31–47.

<sup>35</sup> Lidia Susanti, *Strategi Pembelajaran Berbasis Motivasi (ARCS)*, Elex Media Komputindo, 2020.

<sup>36</sup> Janaka Jayalath and Vatcharaporn Esichaikul, "Gamification to Enhance Motivation and Engagement in Blended ELearning for Technical and Vocational Education and Training," *Technology, Knowledge and Learning* 27, no. 1 (2022): 91–118, <https://doi.org/10.1007/s10758-020-09466-2>.

<sup>37</sup> Angeliki Leonardou et al., "Effect of OSLM Features and Gamification Motivators on Motivation in DGBL: Pupils' Viewpoint," *Smart Learning Environments* 9, no. 1 (2022), <https://doi.org/10.1186/s40561-022-00195-w>.

<sup>38</sup> Chin Huang Daniel Liao et al., "Using an Augmented-Reality Game-Based Application to Enhance Language Learning and Motivation of Elementary School EFL Students: A Comparative Study in Rural and Urban Areas," *Asia-Pacific Education Researcher* 33, no. 2 (2024): 307–19, <https://doi.org/10.1007/s40299-023-00729-x>.

therefore, learning through digital media is more appealing to them and can enhance their extrinsic motivation.

Some teachers also mentioned that they give rewards to students who show progress or enthusiasm, and give educational punishments to students who are passive or unenthusiastic. Rewards can be given verbally and nonverbally<sup>39</sup>. *Verbal rewards such as praise, thumbs up, applause, etc.*<sup>4041</sup>. Meanwhile, nonverbal rewards can be given in the form of grades, both qualitatively and quantitatively. Although they seem contradictory, these two strategies (positive reinforcement and negative reinforcement) are included in the realm of extrinsic motivation with different functions. Based on Skinner's operant conditioning theory, in Jeff L and Zajda, external reinforcement like this can affect students' habits and discipline in learning<sup>4243</sup>. However, teachers must also convey that punishment is given in an educative and proportional manner so as not to cause pressure or trauma to students.

Among the teachers interviewed also showed a tendency to use personal strategies such as providing individual attention, greeting students before the lesson starts, and preparing teaching materials tailored to students' interests and characteristics. These strategies reflect the confidence dimension of the ARCS model, which encourages students' belief in their ability to succeed.<sup>44</sup>. This is in accordance with Bandura's Social Cognitive theory in Dale H Schunk and Maria K DiBenedetto stated that self-efficacy is an important motivational construct that can influence choice, effort, persistence, and achievement<sup>45</sup>. Even in the

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<sup>39</sup> Jamal Ahmad et al., "The Types of Reinforcement Implemented in Jordanian Preschools," *Educational Research for Policy and Practice* 22, no. 1 (2023): 153–69, <https://doi.org/10.1007/s10671-022-09324-1>.

<sup>40</sup> Rachael Lindberg, Kim McDonough, and Pavel Trofimovich, "Investigating Verbal and Nonverbal Indicators of Physiological Response during Second Language Interaction," *Applied Psycholinguistics* 42, no. 6 (2021): 1403–25, <https://doi.org/DOI: 10.1017/S014271642100028X>.

<sup>41</sup> Makrina Zafiri and Evangelos Kourdis, "Languages in Contact, Cultures in Contact: Verbal and Iconic Visual Signs in Mother Tongue and Culture as Mediators in Teaching English as a Foreign Language," *Signs and Society* 5, no. 1 (2017): 35–68, <https://doi.org/DOI: 10.1086/691062>.

<sup>42</sup> Jeff L Cranmore, "B. F. Skinner: Lasting Influences in Education and Behaviorism BT - The Palgrave Handbook of Educational Thinkers," ed. Brett A Geier (Cham: Springer International Publishing, 2022), 1–16, [https://doi.org/10.1007/978-3-030-81037-5\\_110-1](https://doi.org/10.1007/978-3-030-81037-5_110-1).

<sup>43</sup> Joseph Zajda, "Engagement, Motivation, and Students' Achievement BT - Engagement, Motivation, and Students' Achievement," ed. Joseph Zajda (Cham: Springer Nature Switzerland, 2024), 1–28, [https://doi.org/10.1007/978-3-031-61613-6\\_1](https://doi.org/10.1007/978-3-031-61613-6_1).

<sup>44</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach*.

<sup>45</sup> Dale H Schunk and Maria K DiBenedetto, "Chapter Four - Self-Efficacy and Human Motivation," in *Advances in Motivation Science*, ed. Andrew J B T - Advances in Motivation Science Elliot, vol. 8 (Elsevier, 2021), 153–79, <https://doi.org/https://doi.org/10.1016/bs.adms.2020.10.001>.

research of Mohammed Hasan Ali Al-Abyadh and Hani Abdel Hafeez Abdel Azeem, self-efficacy can affect academic achievement<sup>46</sup>.

To increase students' confidence specifically in using Arabic, some teachers create bi'ah arabiyah in the classroom gradually, mumarassah, encourage students to try even if they make mistakes, and be active listeners without correcting immediately. Teachers also provide help when students are struggling, motivate them verbally, and explore their potential. This strategy fosters a classroom atmosphere that is supportive and free from fear, aligning with Erhan Aslan's research, which suggests that learners' confidence improves and anxiety diminishes when they possess positive beliefs about language learning<sup>47</sup>. This also reinforces the satisfaction dimension of ARCS, as students feel their learning process is valued and supported<sup>48</sup>.

In addition to extrinsic motivation efforts that occur in the classroom, some teachers stated that they make efforts outside the classroom, namely working with the Guidance and Counseling teacher, in dealing with students who are demotivated or emotionally disturbed. This collaborative approach reflects the understanding that learning motivation is not only shaped in the classroom but also influenced by the support system at school. In line with Vygotsky's (1978) view, the social and institutional environment plays an important role in the formation and enhancement of learning motivation<sup>49</sup>. Cross-role support at school reinforces the efforts of Arabic language teachers in generating extrinsic motivation in students. In addition, there are also money teachers conducting direct interaction with native speakers in learning Arabic. Direct interaction with native speakers in learning Arabic is the most effective strategy, but not all schools can facilitate it.

The results of interviews with Arabic teachers show that they actively apply extrinsic motivation strategies in learning, such as the provision of rewards (praise, grades, or prizes), the use of interesting media (digital games, audio-visual, vocabulary cards), individualized approaches, and the creation of a pleasant and supportive classroom atmosphere. This data directly reflects the basic principles of extrinsic motivation theory as described by Deci and Ryan, namely that motivation can be formed through external factors, such as incentives, rewards,

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<sup>46</sup> Mohammed Hasan Ali Al-Abyadh and Hani Abdel Hafeez Abdel Azeem, "Academic Achievement: Influences of University Students' Self-Management and Perceived Self-Efficacy," *Journal of Intelligence* 10, no. 3 (2022), <https://doi.org/10.3390/jintelligence10030055>.

<sup>47</sup> Erhan Aslan and Amy S and Thompson, "The Interplay between Learner Beliefs and Foreign Language Anxiety: Insights from the Turkish EFL Context," *The Language Learning Journal* 49, no. 2 (March 4, 2021): 189–202, <https://doi.org/10.1080/09571736.2018.1540649>.

<sup>48</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach*.

<sup>49</sup> Vikki Wardana et al., "Integrasi Teori Perkembangan Kognitif Jean Piaget Dan Vygotsky Dalam Merancang Kurikulum Pendidikan Yang Responsif Dan Adaptif," *JETISH: Journal of Education Technology Information Social Sciences and Health* 4, no. 1 (2025): 823–34.

and social reinforcement<sup>50</sup>. When students get positive stimulus from outside, they are encouraged to engage in the learning process, even before intrinsic motivation arises from within.

Furthermore, the teacher's strategy of starting the lesson with easy material, conveying the concrete benefits of learning Arabic, and using a communicative approach also strengthens the relevance and confidence components in Keller's ARCS model. The teacher relates the subject matter to the reality of students' lives (e.g. job opportunities, worship and daily communication), which is in accordance with the principle that external relevance promotes learning engagement. This strategy is directly reflected in the ARCS theory, which emphasizes the importance of making learning “meaningful and relatable” to students.

Another strategy that emerged from the field data was the provision of educational punishment for inactive students, which is a form of negative reinforcement in Skinner's operant reinforcement theory. In this context, teachers apply consequences that are mild and educational in nature, not to instill fear but to promote behavioral change. This illustrates that even negative reinforcement, when used appropriately and in moderation, can function as a catalyst for extrinsic motivation.

Moreover, teachers strive to enhance students' confidence and sense of satisfaction by employing strategies such as greeting them before class, offering support when they face difficulties, and motivating them to make attempts even when they might be incorrect. This resonates with Bandura's self-efficacy theory, where students' confidence will increase if they feel supported and not judged. The findings support the view that well-structured extrinsic motivation can be an entry point to foster students' belief in their abilities and ultimately improve their learning achievement.

Thus, empirical data from the field directly support theories of extrinsic motivation and strengthen the position of ARCS-based, behavioristic, and sociocognitive strategies in designing motivating learning. Teachers' strategies are not only practical, but also reflect an understanding aligned with strong theoretical foundations of how student motivation is formed and developed.

### **Challenges Faced by Teachers in West Sumatra in Using Extrinsic Motivation in the Form of the ARCS Model**

The challenges faced by Arabic teachers in West Sumatra are diverse. Broadly speaking, these challenges are divided into internal and external challenges. Internal challenges include: 1) students have already come to believe that Arabic is difficult, frightening, and unimportant, 2) it does not align with the students' aspirations, 3) students are not interested in and do not enjoy learning

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<sup>50</sup> Richard M Ryan and Edward L Deci, “Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions,” *Contemporary Educational Psychology* 61 (2020): 101860, <https://doi.org/https://doi.org/10.1016/j.cedpsych.2020.101860>.

Arabic, 4) difficulties in changing students' mindsets, 5) many students cannot read the Qur'an and have little desire to improve their Qur'anic reading, 6) differences in individual abilities, and 7) students find it difficult to memorize vocabulary.

The external challenges faced by students are as follows; 1) sometimes the school does not support, 2) family background and social environment, 3) noise, 4) previous educational background, 5) lack of facilities and infrastructure and learning resources, 6) insufficient Arabic language lesson hours, 7) students' parents are less caring, and 8) lack of time to motivate. These challenges that come from outside the students require cooperation and assistance from the relevant parties. Teachers should convey these obstacles to those parties according to certain procedures to find solutions in the future.

Internally, the mindset that has been embedded within a person will influence their actions as a reaction to the psychological conditions they experience. Negative perceptions that form among students, such as the belief that Arabic is a difficult subject, can gradually solidify into firm convictions. These convictions then serve as justification for maintaining a passive attitude and avoiding learning-related challenges. In this context, the extrinsic motivation provided by teachers, such as the use of engaging media, offering rewards, or creative teaching strategies, often fails to penetrate these internal barriers.

In the perspective of Maslow's Hierarchy of Needs theory, such obstacles arise because students' basic needs at previous levels have not been met, particularly the need for safety and esteem<sup>51</sup>. The fear of failure, anxiety about making mistakes, and negative perceptions of the Arabic language reflect that students do not yet feel psychologically safe in the learning process. They also do not feel appreciated or have enough self-confidence to try. Therefore, when extrinsic motivation is provided without first addressing these psychological needs, the impact becomes less effective. Teachers are required to work harder, not only to provide external stimuli but also to build a safe, supportive learning environment that fosters self-confidence, so that motivation can grow from basic needs to self-actualization.

The perception that the Arabic language subject is less important because it is not assessed in the National Exam (2013 curriculum) or the Minimum Competency Assessment (Merdeka Curriculum) poses a significant challenge in providing extrinsic motivation. According to Maslow's Hierarchy of Needs theory, this condition indicates that the need for self-esteem (esteem needs) is affected<sup>52</sup> students' needs have not

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<sup>51</sup> Elijah Takyi Mensah et al., "Analysing Dewey's Vocational Aspects of Education and Maslow's Theory of Motivation in Support of Vocational Education and Training," *Discover Education* 2, no. 1 (2023), <https://doi.org/10.1007/s44217-023-00042-1>.

<sup>52</sup> Shoeb Saleh and Abdullah Ibrahim Alsubhi, "The Role of Techno-Competence in AI-Based Assessments: Exploring Its Influence on Students' Boredom, Self-Esteem, and Writing

been met, as they do not feel they are receiving sufficient recognition or appreciation when learning Arabic. When a subject is not regarded as strategic within the educational evaluation system, efforts to boost extrinsic motivation such as providing rewards or incorporating engaging media tend to be less effective, as students have yet to recognize its relevance and tangible benefits that could strengthen their self-confidence and learning objectives.

A person's aspirations greatly influence the type of efforts they make to achieve those aspirations. Aspirations are the goals that a person aims for. When students do not have aspirations related to the Arabic language from the beginning, it will affect their interest and hobbies in learning Arabic. The disconnection between students' aspirations and the Arabic language becomes an obstacle for teachers to provide extrinsic motivation because intrinsically, the students have already rejected the Arabic language. Additionally, aspirations are also the needs that students must fulfill. A person will not be motivated if it does not align with their needs for self-actualization<sup>53</sup> as the highest need in Maslow's theory.

The differences in students' abilities serve as a barrier to providing homogeneous extrinsic motivation. To address this variation in learners' abilities, a teacher is also required to be creative and innovative in varying techniques based on the students' ability levels and needs. Moreover, students' struggles with vocabulary retention are also influenced by differences in individual cognitive capacities. Within the framework of the independent curriculum, differentiated learning is recognized as an effective approach to accommodate these diverse learning abilities. In the implementation of this differentiated learning, the teacher's attention is crucial as they hold the key to its success and effectiveness<sup>54</sup>.

Many students who cannot read the Qur'an and have little desire to improve their Qur'anic reading are common obstacles faced by Arabic teachers in West Sumatra, especially for students whose educational background is not from a madrasa. The Qur'an was revealed in Arabic, so the inability to read the Qur'an is a serious hindrance in learning the Arabic language because the Qur'an and the Arabic language are inseparable. The Qur'an is a source of various fields of knowledge, including the Arabic language.

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Development,” *Language Testing in Asia* 15, no. 1 (2025): 6, <https://doi.org/10.1186/s40468-025-00344-1>.

<sup>53</sup> Dedi Dwi Cahyono, Muhammad Khusnul Hamda, and Eka Danik Prahastiwi, “Pikiran Abraham Maslow Tentang Motivasi Dalam Belajar,” *TAJID: Jurnal Pemikiran Keislaman Dan Kemanusiaan* 6, no. 1 (2022): 37–48.

<sup>54</sup> Keputusan Dirjen Pendis, “Prosedur Operasional Standar Penyelenggaraan Asesmen Madrasah Tahun Pelajaran 2023/2024” (2024), <http://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://fiskal.kemenkeu.go.id/ejournal%0Ahttp://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1>

As a supporting strategy to other strategies in learning Arabic, the provision of extrinsic motivation also faces obstacles in its application from an external aspect. The limited support from the school principal remains an unavoidable challenge, as it may not be regarded as a primary concern. Motivation based learning is often embedded within broader instructional strategies and teaching syntaxes. For instance, in teaching *maharah kalam*, role playing is commonly employed, wherein motivational strategies are integrated through the teacher's encouragement by prompting students to persist in speaking according to their assigned roles even when errors occur, with corrections introduced gradually over time. The principal, as a supervisor of teachers in instruction, sometimes does not pay much attention to extrinsic motivation because it is not included in the assessment indicators for supervision. For instance, the only indicators included in the assessment are the strategies used in teaching *Maharah Kalam*. From this, the principal's focus is solely on role-playing strategies rather than on extrinsic motivation as a supporting strategy provided by the teacher.

Family background, social factors, and the educational history of students who have not previously studied Arabic present additional challenges in delivering effective extrinsic motivation in the context of West Sumatra. The family environment and parents are factors that influence students' perceptions of the Arabic language. Parents play a role similar to that of teachers in providing extrinsic motivation<sup>55</sup> does not show concern for his child's motivation in learning Arabic. Therefore, a teacher will achieve perfection in motivating students if the family and the student's environment also support.

The obstacles related to the school are the lack of facilities and infrastructure, insufficient hours of Arabic language subjects, and the lack of time for teachers to provide extrinsic motivation to students. Facilities and infrastructure as supporting factors for student success in school will affect learning motivation. The lack of time causes teachers to be unable to freely provide extrinsic motivation to students.

It can be concluded that extrinsic motivation as a supporting strategy in learning the Arabic language in West Sumatra faces various internal and external challenges that require solutions to overcome them. To address these challenges and obstacles, teachers require collaboration with all stakeholders within the school or madrasa management to effectively enhance students' motivation in learning Arabic.

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<sup>55</sup> Izzatullaili Nadhifah, Mohammad Kanzunnudin, and Khamdun Khamdun, "Analisis Peran Pola Asuh Orangtua Terhadap Motivasi Belajar Anak," *Jurnal Educatio Fkip Unma* 7, no. 1 (2021): 91–96.

### **Teachers' Perceptions of the Effectiveness of Extrinsic Motivation-Based Learning in the Form of the ARCS Model**

Based on interviews with Arabic language teachers in West Sumatra, they stated that the implementation of extrinsic motivation in learning has a positive impact on various aspects of student learning. The teachers observed a significant improvement in five main aspects, namely creativity, learning enthusiasm, long-term interest, language ability, and students' academic achievement. This improvement indicates that when students receive external stimuli such as rewards, special attention, the use of engaging media, and a pleasant learning environment, they are encouraged to be more active and confident in participating in learning.

Theoretically, this finding aligns with Keller's ARCS Model, which explains that providing motivation through extrinsic strategies such as positive reinforcement (reward), the relevance of material to students' needs, and creating a sense of satisfaction can enhance engagement and improve learning outcomes<sup>56</sup>. Furthermore, based on Skinner's Behaviorist theory, structured extrinsic motivation can effectively strengthen learning behaviors and improve students' responsiveness to instructional stimuli. More broadly, Deci and Ryan suggest that extrinsic motivation can function as a valuable foundation for cultivating intrinsic motivation, particularly when motivational strategies are aligned with students' specific needs and learning contexts<sup>57</sup>.

The interaction between internal and external factors is clearly evident in this finding. External drives, such as the teacher's individual approach, verbal/nonverbal rewards, engaging learning media, and the teacher's emotional involvement, when combined with the students' internal conditions, such as interest, self-confidence, and positive perceptions of the lesson, will ultimately result in increased motivation and learning achievements. This aligns with Bandura's perspective on the significance of self-efficacy, asserting that students' belief in their own capabilities is strengthened through positive experiences derived from social interactions and a nurturing educational environment<sup>58</sup>. Based on this, it can be said that extrinsic motivation influences the intrinsic motivation of students, although it is still assumptive and contextual.

From the impact perspective, teachers reported that extrinsic motivation provided consistently not only boosts short-term enthusiasm but also fosters long-term interest in the Arabic language. This suggests that when properly guided, extrinsic motivation can develop into intrinsic motivation, which refers to the internal desire of students to engage in learning driven by their own initiative. Thus, the extrinsic approach functions not only as a driver of short-

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<sup>56</sup> John M. Keller, *Motivational Design for Learning and Performance: The ARCS Model Approach*.

<sup>57</sup> Dkk Sunarsih, *Psikologi Pendidikan Teori Dan Penerapan Pada Praktik Pengajaran*, 1st ed. (Yogyakarta: PT. Green Pustaka Indonesia, 2025).

<sup>58</sup> Khageswar Bhati and Tejaswini Sethy, "Self-Efficacy: Theory to Educational Practice," *The International Journal of Indian Psychology* 10, no. 1 (2022): 1123–28.



term behavior but also as a stepping stone for strengthening students' internal motivation.

To enhance the effectiveness of this motivation practice, structural support from educational institutions is needed. Teachers advocate for a more appropriate allocation of instructional time, the enhancement of learning facilities, and the implementation of madrasah policies that support student motivation programs. Additionally, cross-sector collaboration is considered essential, including initiatives such as teacher training in character-based differentiated motivation strategies and parent workshops aimed at fostering parental involvement through consistent communication and emotional support at home.

The implications of these findings point to the need for a learning design that is more centered on strengthening extrinsic motivation in the form of an adaptive ARCS model, as well as a synergistic integration of psychological, pedagogical, and institutional approaches. With the right strategy and systemic support, Arabic language learning can be more meaningful, enjoyable, and have a long-term impact on students.

## Conclusion

This study successfully achieved its objectives, namely exploring the perspectives and experiences of 32 Arabic language teachers in West Sumatra in providing extrinsic motivation in the form of the ARCS model, identifying the obstacles they face, and understanding their perceptions of the effectiveness of extrinsic motivation-based learning. The findings of this study reveal that the majority of teachers view extrinsic motivation, particularly through the ARCS model, as essential. Consequently, they actively implement strategies such as rewards, praise, and engaging media to stimulate students' enthusiasm for learning. Nevertheless, they encounter several challenges, including students' negative perceptions of Arabic, misalignment with students' aspirations, low interest levels, and external barriers from both family and school environments, as well as limited learning resources and varying individual ability backgrounds. Nevertheless, most teachers consider that extrinsic motivation strategies in the form of the ARCS model are able to increase students' enthusiasm, creativity, long-term interest, and achievement, although their effectiveness is still assumptive and contextual because it has not been tested quantitatively. Therefore, further research is recommended to empirically test the impact of certain extrinsic motivation techniques in the form of the ARCS Model on students' abilities and involvement in learning Arabic.

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