

EXPLORING EFFECTIVE LEARNING STRATEGIES IN ARABIC LANGUAGE THROUGH THE ARCS MODEL

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ABSTRACT

Learning a foreign language is challenging for non-native speakers. Thus, choosing the best Language Learning Strategies (LLS) is important in learning a foreign language, especially for the Arabic language. The LLS used will be able to help the students to motivate and enhance the language learning to the optimal level. This study aims to investigate the outcome of the Attention, Relevance, Confidence, and Satisfaction Model (ARCS Model) in Arabic language student's learning strategies. A quantitative survey consisting of 41 questions was divided into four sections: demographic profile, attention and relevance, confidence, and satisfaction. The survey was distributed to 182 respondents who took Arabic as a third language in a public university. The data was analysed using SPSS Frequency Statistics. The findings of this study showed there are connections between all three ARCS items. Regular attendance to class and help-seeking in satisfaction components of the ARCS Model indicate the highest mean score. To gain attention and relevance, the majority of students use to find key ideas and connect them to prior knowledge as LLS. In addition, students prefer to reread the materials to develop confidence in learning Arabic. This study helps educators deepen their understanding of the best LLS in teaching and learning Arabic based on the most preferable strategies chosen by the students.

Keywords: Arabic Language, ARCS Model, Learning Strategies, Motivations.

1.0 INTRODUCTION

1.1 Background of Study

As the world becomes more interconnected and international relationships grow, there is a pressing demand for learning foreign languages. This increasing global integration highlights the urgent need to acquire languages from different cultures. Arabic, being one of the world's oldest and most diverse languages, holds a significant position in linguistic studies. Understanding the strategies employed by language students is essential for improving teaching methods and curriculum development. This study delves into the varied landscape of learning strategies in Arabic language education, investigating different techniques, cognitive processes, and socio-cultural factors that influence Arabic acquisition. The aim is to

shed light on effective teaching methods, thereby enriching the overall discourse on language education.

According to Oxford (1990), language learning strategies are specified actions or techniques that students use to assist their progress in developing second or foreign language skills. It refers to specific actions or techniques that students use to help themselves improve their skills in learning, serving as methods and approaches crucial for mastering the new language. Learning strategies are deliberate behaviours and thoughts that students use to aid in their comprehension, acquisition, and retention of new information (Richards & Platt, 1992). These strategies are the conscious efforts made by students to enhance their comprehension and memory, essential for effective language learning.

Brown, (2001) defined language learning strategies as techniques a student utilizes to achieve learning success. Including strategies like metacognitive planning, mental manipulation of language input, and social or emotional interaction, these methods are intricately integrated into the student's path to mastering language skills. These definitions collectively emphasise that language learning strategies are intentional actions and techniques employed by students to enhance their language skills. By being aware of and applying these strategies, students can optimize their language learning experiences and achieve their learning goals effectively.

The ARCS model, developed by John Keller in 1987, is an instructional design framework that emphasises motivation in the learning process. Keller (1987) comprises four crucial elements in the model: namely Attention, Relevance, Confidence, and Satisfaction, highlighting the key factors essential for engaging and effective learning experiences (Keller, 1987). This framework has gained prominence in educational settings, guiding educators to capture students' attention, demonstrate the relevance of the content, build their confidence, and ensure their satisfaction, thus enhancing overall learning outcomes. Furthermore, this ARCS model can be applied to learning foreign languages to create a motivating and engaging learning environment. By investigating students' strategies within the framework of ARCS, this research aims to provide valuable insights into optimising Arabic language education for students in multicultural contexts.

Applying the ARCS Model to Learning Arabic as a Foreign Language must involve integrating all four elements. The first element is Attention. In the context of learning Arabic, gaining attention could involve using visually appealing Arabic script, engaging multimedia resources, or intriguing cultural aspects of Arabic-speaking countries. Creating a visually stimulating and interactive learning environment can capture students' attention. The second element is Relevance. Making Arabic relevant to students can involve demonstrating its importance in global communication, business, culture, and diplomacy. Emphasising the practical applications of Arabic, such as travel, business opportunities, or understanding the rich Arabic literature, can enhance its relevance for students. The third element is Confidence, which involves boosting students' confidence in learning Arabic. This can be achieved by breaking down the language into manageable chunks, providing regular feedback, and creating a supportive learning community. Encouraging students to practice speaking, listening, reading, and writing Arabic in a safe environment can enhance their confidence. The final element in this model is Satisfaction. Ensuring satisfaction in learning Arabic could involve celebrating milestones, acknowledging students' progress, and addressing any challenges they face. Providing opportunities for cultural immersion, language exchange programs, and real-life language usage can enhance students' satisfaction with the learning experience.

In the Malaysian context, the relevance of exploring students' strategies in learning Arabic as a foreign language is particularly significant due to Malaysia's diverse cultural landscape. With a substantial population of Malay speakers, the study of Arabic as a foreign language is crucial for cultural understanding, economic collaboration, and diplomatic relations, especially

within the context of Islamic studies. Additionally, Malaysia's vibrant tourism industry, which attracts a considerable number of Arabic-speaking tourists, highlights the practical importance of mastering the Arabic language for professionals in hospitality, tourism, and related sectors.

1.2 Statement of Problem

Foreign language has received more attention, and the number of language students has fluctuated over time. Many students from various nations are eager to acquire a new language and enroll in programs to improve their chosen language. A student learning a foreign language must select effective and efficient learning strategies to master the language's four main skills: listening, reading, speaking, and writing. It is the responsibility of the instructor to ensure the implementation of effective learning strategies in the classroom to retain students' interest in learning.

Motivation is a crucial aspect of learning a foreign language. It has a substantial effect on the teaching and learning of the language, and to a certain extent, it can determine the success or failure of second language acquisition (Zhang, 2015). Students lose interest in language study when traditional strategies of teaching and learning are employed, resulting in a small number of students achieving proficiency in foreign languages (Chang & Lehman, 2019).

Students must participate in learning activities that stimulate creativity and equip them learners with the opportunity to realise their full potential by implementing learning strategies that address this desire. In contrast, many teachers of foreign languages do not consider motivating strategy, despite its importance in language development (Fauzi & Anindiati, 2021). There are a few techniques that incorporate motivation as an element and studies that analyse the relationship between learning strategies and the motivation of students (El-Adl & Alkharusi, 2020; Theobald, 2021).

As a result, the purpose of this research is to investigate the learning strategies of students using the ARCS model and to determine whether there is a correlation between the ARCS model and the student's level of motivation.

1.3 Objective of The Study and Research Questions

This study is done to explore the perception of Arabic students on their use of learning strategies in learning the Arabic language as a third language. Specifically, this study is done to answer the following questions;

1. How do students perceive attention and relevance in learning Arabic?
2. How do students gain confidence in learning Arabic?
3. How do students perceive satisfaction in learning Arabic?
4. Is there a relationship between all motivational aspects of learning Arabic strategies?

2.0 LITERATURE REVIEW

2.1 Learning Strategies

Learning strategies are special methods for solving a problem or a task, designing a desired outcome, and manipulating and controlling information obtained in the interest of learning (Wegner et al., 2013). The present body of research is primarily concerned with the study of self-regulated learning, which may be classified into three primary categories: cognitive strategies, metacognitive strategies, and resource-management strategies (Biber, et al., 2021).

Three main categories of learning strategies can be differentiated in self-regulated learning: cognitive, metacognitive, and resource-management strategies (Duncan &

McKeachie, 2005; Panadero, 2017). Cognitive strategies encompass a variety of techniques and methods utilised to enhance the processing and retention of information proficiently and successfully (Yang et al., 2021). By employing cognitive strategies, individuals enhance their ability to process and internalise information, contributing to more effective learning outcomes. Conversely, the concept of metacognition pertains to individuals' ability to possess an awareness of their cognitive processes, actively monitor these processes as they unfold, exert control over them, and make appropriate modifications to optimise the learning process (Mitsea & Drigas, 2019). Metacognitive strategies enable learners to take a more active role in their learning journey by fostering self-awareness and adaptability. When individuals strategically plan their learning, assess their comprehension, and reflect on their performance, they develop a heightened sense of metacognition, leading to improved learning efficiency. In addition, resource-management strategies focus on the efficient allocation and utilisation of resources to support learning endeavours. Learners employing resource-management strategies optimise their study environment, prioritise tasks, and effectively utilise available materials.

Biwer et al. (2021) and Yusri et al. (2011) have identified four key components that comprise resource management strategies, namely time and study management, effort regulation, peer learning, and aid seeking. On the whole, efficient resource management contributes to a structured and productive learning process, ultimately enhancing overall learning outcomes.

In essence, these three categories collectively form a comprehensive framework for self-regulated learning, empowering individuals to take control of their learning experiences through a thoughtful application of cognitive, metacognitive, and resource-management strategies.

Extensive academic investigation into the processes of language acquisition has led to the discovery and categorization of several techniques. (Seng et al., 2023). The study reveals that there is a strong relationship between direct strategies (which consist of rehearsal, organisation, elaboration, and critical thinking strategies); and indirect strategies (metacognitive self-regulation and resource management strategies) in foreign language learning. On the contrary, the study conducted by Budiarti (2022), shows that the participants used metacognitive strategies more frequently than cognitive strategies.

2.2 ARCS Motivation

Motivation can be defined as the accumulated arousal or desire of the learner, with observable effects on their learning behaviour (Dornyei, 2013). There is a substantial association between motivation and the success or failure of foreign language classes. Motivation is considered one of the most influential elements in student achievement (Kurt & Kecik, 2017). Teachers are urged to foster an environment that emphasises language learning motivation among students (Istiqomah, 2021).

Keller and Kopp established the ARCS model in 1987, which can improve achievement motivation and learning outcomes. This model is based on the expectancy-value theory, which has two components: the value of the objective to be attained and the likelihood of success in achieving that goal. In theory, the ARCS paradigm has four components: attention, relevance, confidence, and satisfaction.

Attention: This component was utilised to engage students by gaining their attention, which ranged from simple unexpected events such as a loud whistle to mentally stimulating challenges that sparked their interest on a deeper level (Lubis, 2023).

Relevance: Students must be certain that the instruction is relevant to their major personal needs, motivations, or objectives, as well as the context, to feel motivated to continue learning (Chang & Lehman, 2019).

Confidence: Teachers should assist students in developing a positive expectation for success by establishing clear objectives and presenting examples of accomplishments to readily instill confidence in students (Lubis, 2023).

Satisfaction: Students are encouraged to feel good about their achievements and educational experiences. They should get acknowledgment and evidence of success that reinforces their innate emotions of contentment, and they should believe they have been treated properly (Keller, 2010)

According to Khalil and Elkhider (2016), the ARCS learning motivational model is designed to give the sequence of operations to increase students' learning motivation, hence developing students' belief that they have sufficient capacity to complete learning tasks (Hariyanto et al., 2019).

2.3 Past Studies on the Use of Learning Strategies and ARCS Motivation Framework

Numerous studies have studied ARCS motivation structure and learning approaches. Javed et al. (2019) studied Keller's four ARCS motivation framework aspects and undergraduate English as a Second Language (ESL) motivation. This quantitative study surveyed 300 undergraduates at four universities—two public and two private. Keller (1987), Lorbach et al. (2015), Instructional Materials Motivation Survey (IMMS), and Wimolmas (2013) influenced the questionnaire. Items were graded on a 5-point Likert scale and SPSS 23 was used to analyse data. Analysis of demographic/background data used descriptive statistics. Regression and Pearson correlation were used to assess research variables. College students are motivated to learn English as a second language by focus, relevance, confidence, and satisfaction.

Gonen and Akbarov (2016) examined language students' motivation after blended learning using the ARCS Model. This study employed Schoology, a Facebook-like Learning Management System, for all four English skills, and 60 Zirve University, Turkey, English as a Foreign Language (EFL) students contributed the data. Blended Learning engages students in four ARCS Model constructs (Attention, Relevance, Confidence, and Satisfaction) (Keller, 2010) to improve their English language skills. Most students were motivated to acquire a language by social reward and intrinsic delight and happiness. The satisfaction subscale averaged the highest. A comparable study by Wan Daud et al. (2020) revealed the highest satisfaction means. The study evaluated how mobile learning affects Arabic language learning motivation. Mobile Arabic learning interest is examined in the study. The ARCS model explained how mobile app education encouraged responders. Mobile learning was used by 273 Malaysian university students to learn Arabic and then they completed the motivation questionnaire. Student desire to study Arabic through mobile apps was highly affected by attention, relevance, contentment, and confidence, with satisfaction having the highest mean score. This study adds to the empirical evidence of ARCS model integration in Arabic language learning mobile apps.

Some research objectively assessed how language acquisition influences student motivation and performance. Chang et al. (2016) used motivational theory to study how Mobile Inquiry-Based Learning (M-IBL) affects student motivation and achievement. It investigates the M-IBL motivational design's learning effectiveness in formal EFL/L2 education to fill a research need. Two lessons studied for six weeks. M-IBL was performed by 35 experimental students with attention, relevance, confidence, and satisfaction motivation. In contrast, 32

control students received M-IBL without motivation strategies (MSs). Despite equal learning outcomes, M-IBL pupils with motivational enhancement were far more motivated than those without MSs. M-IBL with embedded ARCS MSs increased ARCS relevance, confidence, and satisfaction but not attention. Motivationally enhanced M-IBL methodologies are recommended for language acquisition training.

Alcasoda and Balaoro (2022) examined how Gamified Instructional Materials (GIM) can enhance academic performance and intrinsic motivation in students. This quasi-experimental study evaluates GIM using the class intervention and the reduced and modified Instructional Materials Motivation Survey (IMMS) with Attention, Relevance, Confidence, and Satisfaction (ARCS) Model indicators. ARCS Model integration through IMMS had a mean score of (M=3.42). This implies that GIM can be an innovative learning tool to engage and motivate students. The Paired Samples T-Test showed that the control-experimental group scored (M=1.20, SD=1.12, $p=0.000$) during the pre-test and (M=1.0, SD=1.32, $p=0.000$) during the post-test, indicating a statistical difference. The Pearson Correlation showed a weak positive correlation ($r=0.14$, $p=0.56$) between intrinsic motivation and student academic performance. This study proved that GIM is an innovative face-to-face teaching strategy that can boost performance and intrinsic motivation. 37 Horacio Dela Costa High School students.

Research by Fauzi and Anindiati (2021) intended to enhance student motivation and speaking abilities in Arabic language learning using a learning management system. Two cycles (five times) were used for this classroom action research. The topics were 39 C and D Class Kalam Ibtida'i Course students at the Department of Arabic, Faculty of Letters, Universitas Negeri Malang, Indonesia, in 2021–2022. The performance grading rubric of the relevance component of the ARCS Model provided motivation data, while students' worksheet evaluations and end-of-cycle Arabic speaking exam provided results data. The learning management system improved students' Arabic language learning motivation and speaking skills. Because beginner Arabic speakers require incentives, this Kalam Ibtida'i course uses the ARCS paradigm.

Most studies (Chang et al. 2016; Gonen and Akbarov, 2016; Wan Daud et al., 2020; Alcasoda and Balaoro, 2022) examine how learning strategies affect ARCS Model-based student motivation and academic achievement. The results show that those learning tactics boost student motivation and performance. According to Gonen and Akbarov (2016) and Wan Daud et al. (2020), the ARCS model's Satisfaction element has the greatest mean compared to attention, relevance, and confidence. Javed et al. (2019) found a positive correlation between all four ARCS model factors and students' willingness to learn, while Chang et al. (2016) found that M-IBL students with motivational enhancement had significantly higher learning motivation than those without MSs in ARCS relevance, confidence, and satisfaction but no significant difference in Attention.

2.4 Conceptual Framework

To achieve optimal learning outcomes and success, especially in learning a foreign language, students have to initiate and maintain their motivation throughout the learning process. This motivation pushes the students to be satisfied with the learning task (Rahmat et al., 2021). Motivated students display confidence and good learning outcomes in learning. Fig. 1. shows the conceptual framework of the study. This study is based on the theoretical concepts of the ARCS (Attention and Relevance, Confidence, and Satisfaction) model of motivation by Keller (1987). The concepts by Keller (1987) are scaffolded onto Wenden and Rubin's (1987) learning strategies to depict how the use of learning strategies is related to motivation. Wenden and Rubin's (1987) strategies are cognitive components, metacognitive self-regulation, and resource management.

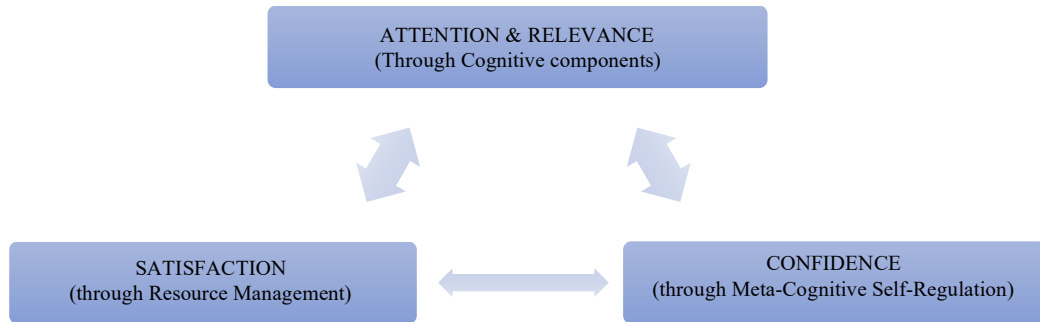


Fig. 1. Conceptual Framework of the Study- Learning Strategies through ARCS Model

Fang et al. (2023) stated that there are 14 studies indicating the advantages and benefits of the ARCS model in enhancing and improving students' academic performance and achievement. The ARCS Model has been used for various functions in past theoretical frameworks. As mentioned by Fang et al. (2023), the ARCS model is used in the analysis of students' motivations, instructional design, and the relation between the ARCS model and behaviourism and humanism theory. For this study, the ARCS Model focuses on students' learning strategies in learning Arabic as a third language.

3.0 METHODOLOGY

A purposive sample of 182 respondents responded to the survey. The instrument used is a 5 Likert-scale survey using the guidelines provided by (Alston & Miller, 2002). The items in the survey are rooted in Keller (1987) as well as Wenden and Rubin (1987) to reveal the variables in Table 1 below. The survey has 4 sections. Section A has items on the demographic profile. Section B has 19 items on Attention and Relevance. Section C has 11 items on Confidence and section D has 11 items on Satisfaction.

Table 1. Distribution of Items in the Survey

	Keller's ARCS Model (Keller, 1987)	Wenden and Rubin (1987)		No. of Items	Total
A	ATTENTION AND RELEVANCE	COGNITIVE COMPONENTS	(a) Rehearsal	4	19
			(b) Organization	4	
			(c) Elaboration	6	
			(d) Critical Thinking	5	
B	CONFIDENCE	METACOGNITIVE SELF-REGULATION			11
C	SATISFACTION	RESOURCE MANAGEMENT	(a) Environment Management	5	11
			(b) Effort Management	4	
			(c) Help-Seeking	2	
					41

The data collected from the survey were analysed using SPSS frequency statistics. To obtain the mean scores, a descriptive analysis was conducted of the items in the survey. Further analysis using SPSS is done to present findings and correlations between ARCS items and answer the research questions for this study.

Reliability Statistics	
Cronbach's Alpha	N of Items
.965	41

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .965, thus, revealing a good reliability of the instrument used which is in the range of very reliable (0.80 to 1.0).

4.0 FINDINGS

4.1 Findings for Demographic Profile

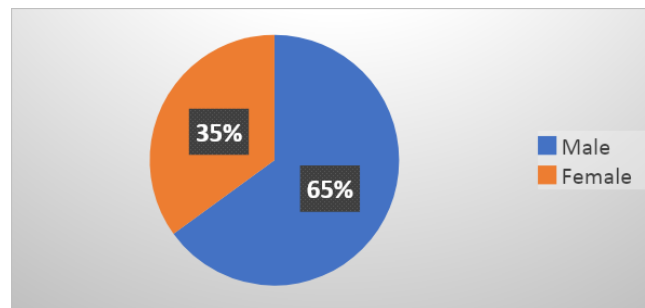


Fig. 2. Percentage for Gender

Fig. 2 represents the gender distribution of the study's respondents. The majority (65%) were male, while 35% were female.

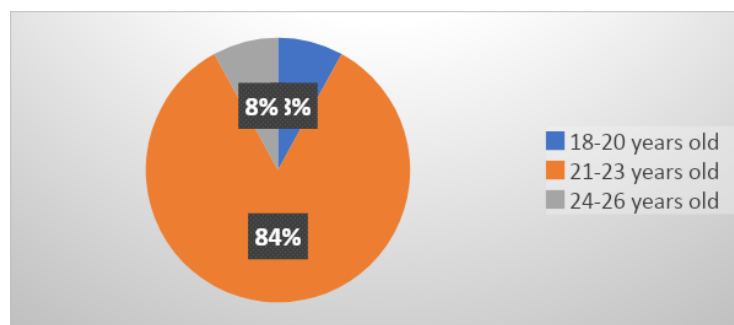


Fig. 3. Percentage for Age

Fig. 3 illustrates the age distribution of the respondents, with the majority (84%) falling within the 21 to 23 years age group. 8% of the respondents were aged 18 to 20, and another 8% were aged 24 to 26 years old.

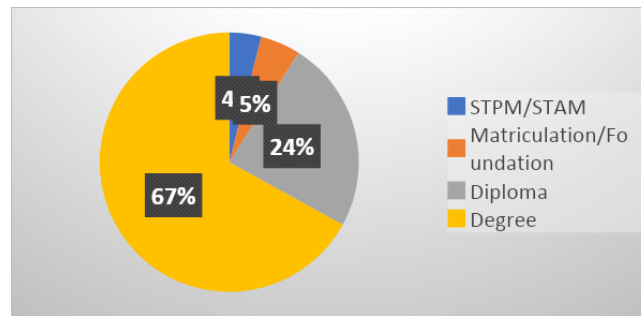


Fig. 4. Percentage for Highest Academic level

In terms of the highest academic level attained by the respondents, 69% have a degree, followed by 24% with a diploma, 5% from Matriculation or Foundation programs, and 4% holding Sijil Tinggi Persekolahan Malaysia (STPM) and Sijil Tinggi Agama Malaysia (STAM) certificates. Despite their varied academic backgrounds, most students are currently pursuing undergraduate courses. There might be some misunderstanding regarding their previous academic achievements.

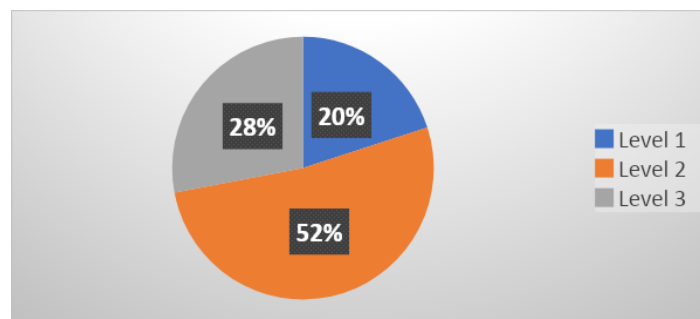


Fig. 5. Percentage for Course-Introductory Arabic

Fig. 5 illustrates the distribution of respondents enrolled in Introductory Arabic courses based on the levels offered for bachelor's degree students within the institution. The results indicate that 20% of the respondents were from Level 1, 52% from Level 2, and 28% from Level 3.

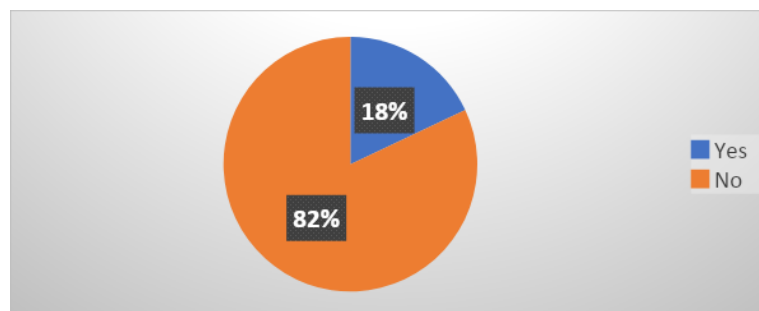


Fig. 6. Percentage for Basic Arabic

Fig. 6 presents the distribution of respondents based on their familiarity with basic Arabic. The data reveals that the majority (82%) did not have a basic Arabic background, while only 18% of them possessed basic Arabic knowledge.

4.2 Findings for Attention and Relevance

This section presents data to answer research question 1 *How do students perceive attention and relevance in learning Arabic?* In the context of this study, this is measured

through cognitive components (19 items) such as (i) rehearsal, (ii) organization, (iii) elaboration, and (iv) critical thinking.

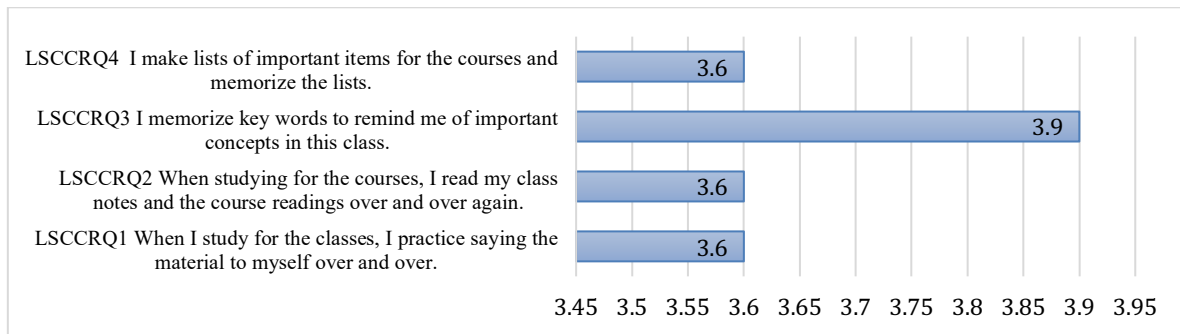


Fig. 7. Mean for Rehearsal

In Fig. 7, study programme students use different class preparation methods. With a mean score of 3.9, most students agree that remembering keywords helps them remember study subjects (LSCCRQ 3). The next three questions (LSCCRQ 1, 2, and 4) had a mean score of 3.6, indicating that students continue to pronounce and read materials, build lists of vital subjects, and memorize them.

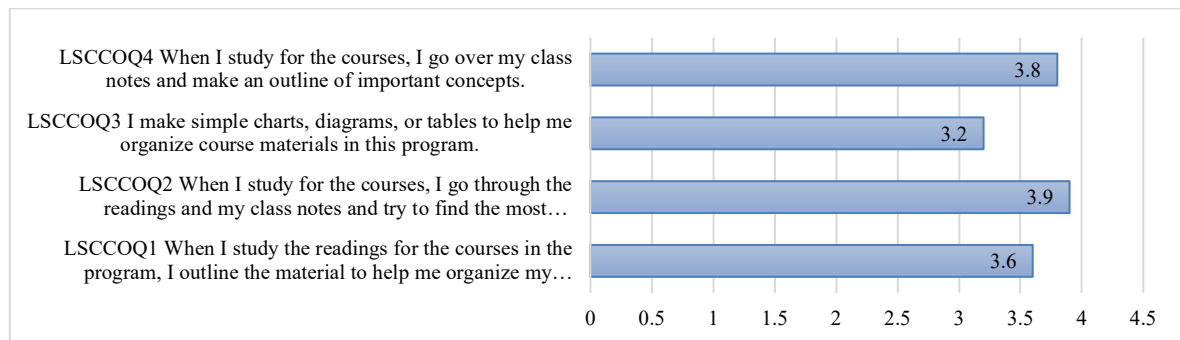


Fig. 8. Mean for Organization

Fig. 8 shows that students use reading and class notes to locate the main points, with a mean value of 3.9. (LSCCOQ 2). With a mean score of 3.8, they prefer reviewing class notes and emphasising key themes (LSCCOQ 4). Students also disliked making basic charts, diagrams, and tables to organize course information.

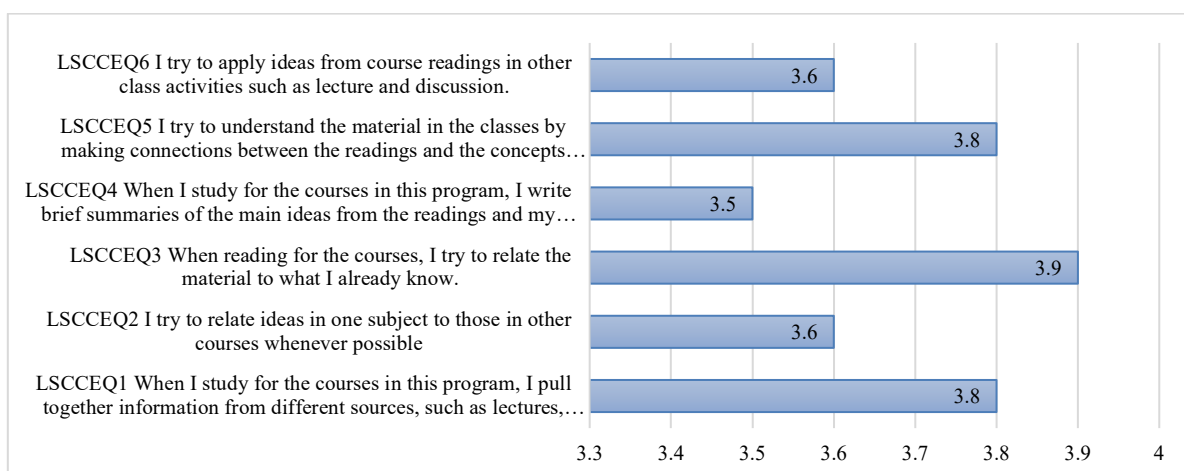


Fig. 9. Mean for Elaboration

Fig. 9 indicates that elaboration learning strategy students tie course reading to prior knowledge with a mean score of 3.9. (LSCCEQ 3). A mean score of 3.8 indicates that students prefer diverse sources and connect key points from reading and lecture subjects (LSCCEQ 1 and LSCCEQ5). Students' least favourite strategy, LSCCEQ 4, has a mean score of 3.5 because few write summaries of class notes and reading themes.

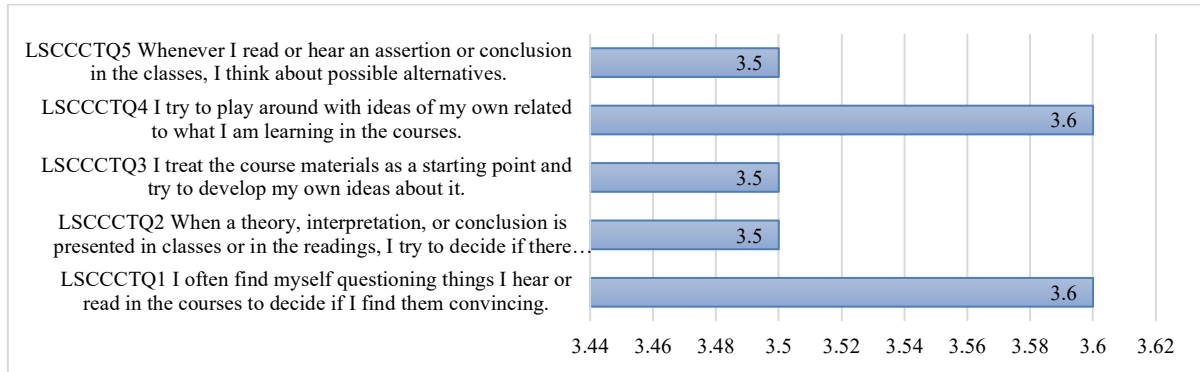


Fig. 10. Mean for Critical Thinking

Fig. 10 shows critical thinking data. Most students, with a mean value of 3.6, investigate what they hear or read in class to see if it interests them and apply it to their thoughts. LSCCCTQ 1–4. LSCCCTQ 2, 3, and 5 all have a mean value of 3.5, indicating that students try to determine if theory, interpretation, or conclusion has good supporting evidence, that they use course materials as a starting point, and try to develop their ideas about it and that they always look for possible alternatives when reading or hearing an assertion or conclusion in class.

4.3 Findings for Confidence

This section presents data to answer research question 2 *How do students gain confidence in learning Arabic?* In the context of this study, this is measured by components in metacognitive self-regulation (11 items).

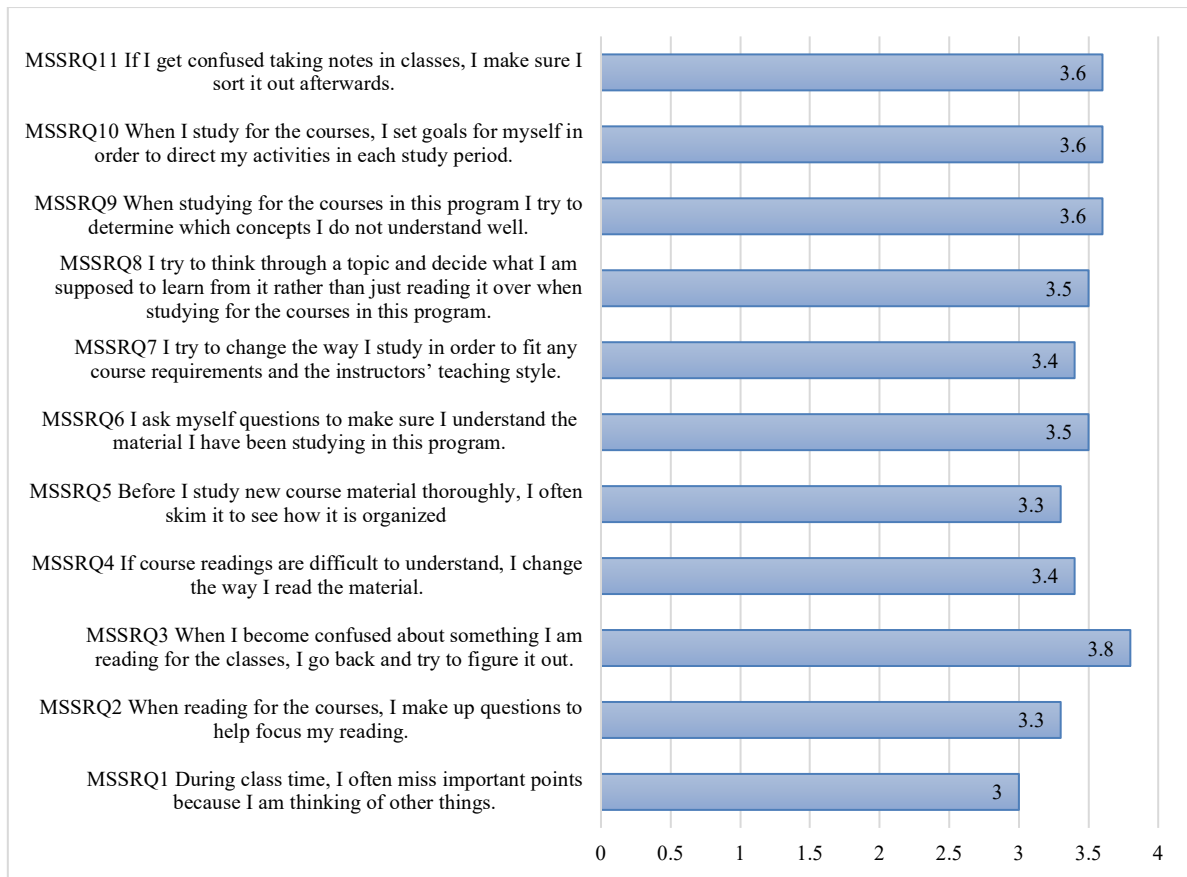


Fig. 11. Mean for Metacognitive Self-Regulation

Fig. 11 displays the average metacognitive self-regulation strategy score for 11 items. The highest mean ($M=3.8$) shows that most students agreed to revisit a topic they were confused about while reading for class. Most students agreed with these three items, all of which had a mean score of 3.6: first, they try to identify the concepts they are not sure they fully understand when studying for this program's courses; second, they set goals to help them focus their efforts during each study period; and third, if they are confused while taking notes in class, they figure it out later. However, the lowest mean score ($M=3$) shows that most students disagree, in class, they lose important information due to distraction.

4.4 Findings for Satisfaction

This section presents data to answer research question 3 *How do students perceive satisfaction in learning Arabic?* In the context of this study, this is measured by resource management components (11 items) such as (i) environment management, (ii) effort management and (iii) help-seeking.

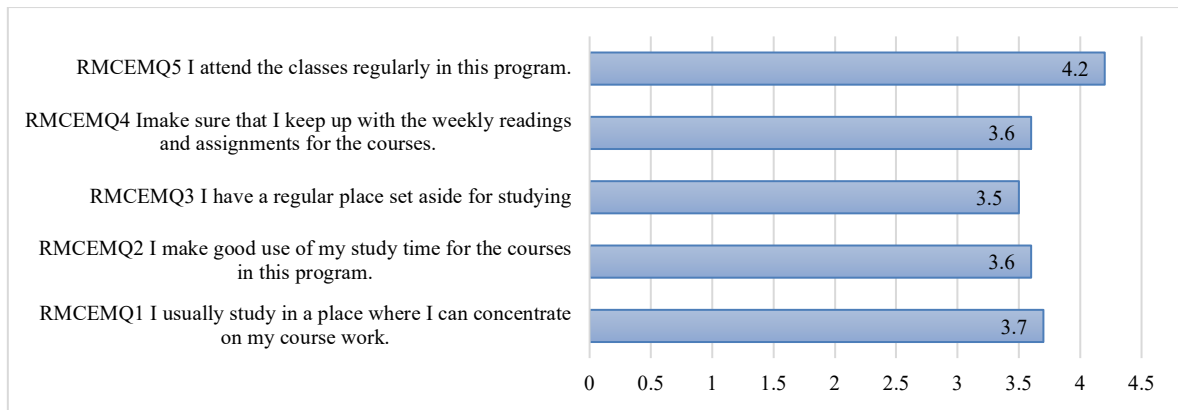


Fig. 12. Mean for Environment Management

Fig. 12 indicates that the Environment Management group serves as a potential indicator within the Resource Management Component in the context of learning Arabic as a foreign language. The data revealed a high level of favorability ($M=4.2$) among students regarding regular class attendance in this program, as indicated by item RMCEM 5. Items RMCEM2 and RMCEM4 (mean score = 3.6) indicated that students effectively utilized their study time for the courses, ensuring diligent engagement with weekly readings and assignments. Following this, item RMCEM1 indicates that the respondents typically study in an environment conducive to concentrating on their coursework, with a mean score of 3.7. The item with the lowest score, RMCEM3 ($M=3.5$), reveals a concern: many lack a consistent study space, highlighting the absence of a designated location for learning activities

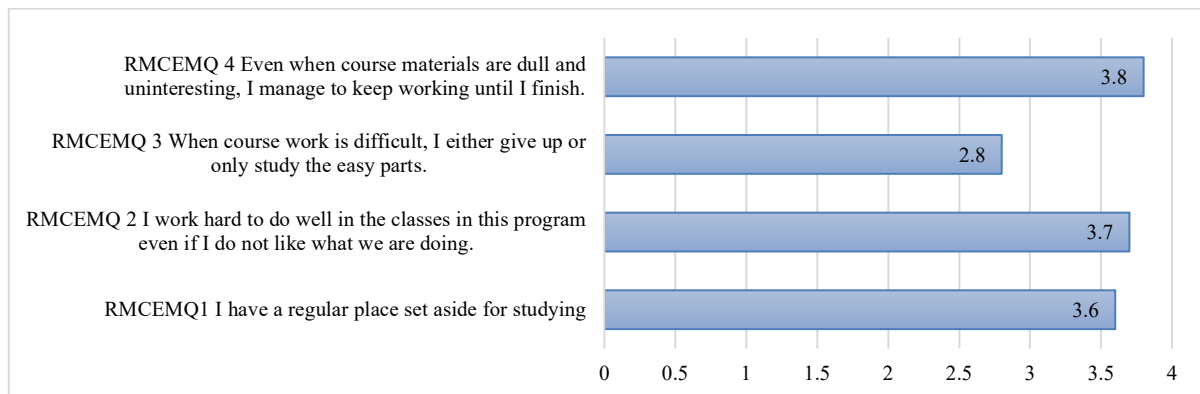


Fig. 13. Mean for Effort Management

Fig. 13 underscores the impact of effort management on shaping learning strategies in the acquisition of Arabic as a foreign language. Students strongly agreed with RMCEM 4, scoring 3.8, indicating their ability to persist through uninteresting course materials. RMCEM 2 ($M= 3.7$) showed their commitment to excel in program courses despite personal preferences. The mean score for RMCEM 1, "I have a designated study space," was 3.6, indicating moderate agreement among respondents. RMCEM 3 scored the lowest at 2.8, indicating a tendency among students to persevere and tackle challenging coursework instead of opting for easier tasks when faced with difficulty.

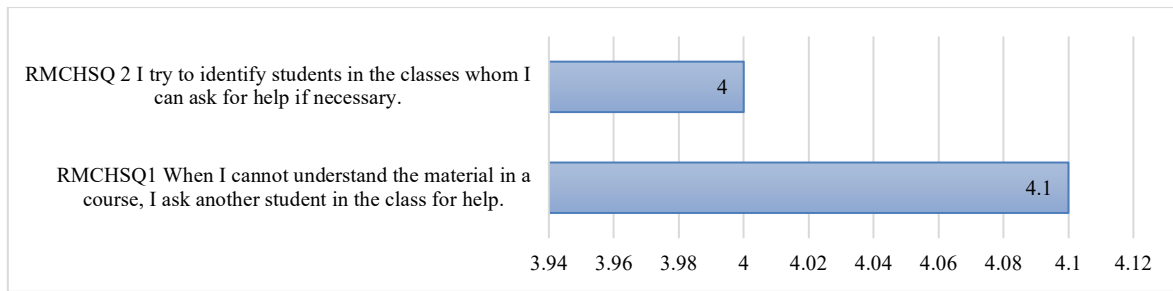


Fig. 14. Mean for Help-Seeking

Fig. 14 illustrates the means for Help-Seeking, a vital component within resource management strategies. Within this variable, two distinct items were identified. Respondents strongly concurred that in situations where they find the course material challenging, they prefer seeking help from their peers in the class (M=4.1). Additionally, they actively attempt to identify classmates whom they can approach for assistance when needed (M=4.0).

4.5 Findings for Relationship Between All Motivational Aspects

This section presents findings to answer research question 4 *Is there a relationship between all motivational aspects of learning Arabic strategies?* The findings are important to determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social, and affective strategies data is analysed using SPSS for correlations. Results are presented separately in Tables 4, 5, and 6 below.

Table 3. Correlation between Attention and Relevance and Confidence

		Attention Relevance	Confidence
Attention Relevance	Pearson Correlation	1	.797**
	Sig. (2-tailed)		<.001
	N	182	182
Confidence	Pearson Correlation	.797**	1
	Sig. (2-tailed)	<.001	
	N	182	182

** Correlation is significant at the 0.01 level (tailed).

Table 3 indicates there is an association between attention relevance and confidence. A highly significant association between attention relevance and confidence ($r=.797^{**}$) and ($p=.000$) was found by the correlation analysis for both items. According to Jackson (2015), a coefficient is significant at the .05 level, and a positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be between 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. The findings score for the correlation scale shows that there is a strong positive relationship between attention relevance and confidence.

Table 4. Correlation between Confidence and Satisfaction

		Confidence	Satisfaction
Confidence	Pearson Correlation	1	.785**
	Sig. (2-tailed)		<.001
	N	182	182
Satisfaction	Pearson Correlation	.785**	1
	Sig. (2-tailed)	<.001	
	N	182	182

** Correlation is significant at the 0.01 level (tailed).

Meanwhile, for ARCS model items confidence and satisfaction, Table 4 shows there is an association between confidence and satisfaction. Correlation analysis shows that there is a highly significant association between confidence and satisfaction ($r=.785^{**}$) and ($p=.000$). Jackson (2015) stated, that the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be between 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. Following the correlation findings between attention & relevance and confidence, there is also a strong positive relationship between confidence and satisfaction based on the correlation value shown in Table 4.

Table 5. Correlation between Satisfaction with Attention and Relevance

		Satisfaction	Attention Relevance
Satisfaction	Pearson Correlation	1	.718**
	Sig. (2-tailed)		<.001
	N	182	182
Attention Relevance	Pearson Correlation	.718**	1
	Sig. (2-tailed)	<.001	
	N	182	182

** Correlation is significant at the 0.01 level (tailed).

Table 5 above illustrates the association between satisfaction attention and relevance. Based on the correlation analysis, it is found that there is a highly significant association between satisfaction attention, and relevance ($r=.718^{**}$) and ($p=.000$). According to Jackson (2015), a coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be between 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. The results portray the same findings for correlation value which shows that there is also a strong positive relationship between satisfaction and attention and relevance.

5.0 CONCLUSION

5.1 Summary of Findings and Discussions

The results of this study indicate three important motivation components in the ARCS model are connected to students' Arabic language learning strategies. It is found that the cognitive component plays an important role in helping students perceive attention and relevance in learning the Arabic Language. Finding key ideas when reading and relating them

to prior knowledge helps to assist and direct the students in obtaining concentration and relevance in their Arabic language studies.

Apart from that, the majority of the students decided to reread the materials when they were having difficulties studying to develop confidence by using metacognitive self-regulation techniques. Moreover, the results also indicate that students agreed, consistently attended class, identified approachable classmates, sought help from peers demonstrated satisfaction in Arabic language learning. This study also revealed that satisfaction in the motivational aspect of the ARCS Model indicates the highest agreed-upon statement by the majority.

Furthermore, this study is consistent with Gonen and Akbarov (2016), which demonstrated that students utilised satisfaction as their preferred LLS. Wan Daud et al. (2020) reported the same findings in their study, which indicated that students learning Arabic through mobile apps had the highest mean score in satisfaction components of motivating factors.

The findings of this study also suggested that there are strong correlations between learning strategies and every motivation component in the ARCS model. These results are in line with the study by Javed et al. (2019) on student motivation for learning English as a second language (ESL).

Overall, this study's findings provide valuable insight into the most preferable LLS used by the students to enhance the Arabic language and motivate them to learn as well. In addition, this study helps educators deepen the current understanding of student needs in learning the Arabic language using the best strategies and methods. Choosing the best and most effective strategies and methods based on students needs help to improve the Arabic language teaching and learning process.

5.2 Suggestion for Future Research

This study only explores the students' strategies through the ARCS model of motivation aspects. The findings helped to identify students' needs in learning foreign languages. Future researchers could identify the related factors in LLS by comparing the students' LLS from different institutions or countries. In addition, future studies are encouraged to focus on how to fulfill the students' needs in learning strategies. For example, identify the best teaching method or model to encourage students to learn foreign languages. Moreover, besides the teaching method and model, choosing interesting topics and materials, notes and references could help the students. This indicates that future researchers are encouraged to explore and focus more on problem-solving to fulfill the students' needs in learning foreign languages. Finally, it is suggested that future researchers expand the limitation of language and samples to other foreign languages and samples from other educational institutions from outside the countries.

CO-AUTHOR CONTRIBUTION

In our collaborative research titled "A Study of Learning Strategies Using ARCS Model," each author made significant contributions, bringing unique expertise to the project. Author 1, with her keen insight into instructional design, played a pivotal role in shaping the study framework. Author 4, expertise in educational technology and innovation greatly influenced the integration of the ARCS model into our research design. Author 2, 's meticulous data analysis skills ensured the accuracy and reliability of our findings. Author 3, with a strong background in pedagogy, provided valuable perspectives on the practical implications of our study. Together, their collective efforts resulted in a comprehensive exploration of learning strategies within the context of the ARCS model. In the end, all authors provided critical feedback and helped shape the research, analysis, and manuscript.

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