# IMPROVING ELEMENTARY STUDENTS' CRITICAL READING SKILLS THROUGH THE ARCS MODEL APPROACH IN BASIC PROCESS SKILLS

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# PENINGKATAN KEMAMPUAN MEMBACA KRITIS SISWA SEKOLAH DASAR MELALUI PENDEKATAN MODEL *ARCS* DALAM KETERAMPILAN PROSES TINGKAT DASAR

| ARTICLE HISTORY | ABSTRACT |
|---|---|
| | **Abstract:** This paper describes the effectiveness of the ARCS model approach in improving the critical reading skills of elementary students at the basic process skills level. The research used a pre-experimental design method of one group pretest-posttest type with the research subjects of sixth-grade students at SD Negeri 107397 Cinta Damai in Deli Serdang. Data on students' critical reading skills were collected using a previously validated critical reading test instrument. The research results indicate that applying the ARCS model approach in learning critical reading can improve elementary students' critical reading skills at the basic process skills level. There is a significant improvement in students' skills to analyze, evaluate, and synthesize the information they read and it provides a basis for developing more effective learning approaches. The implications include the integration of the ARCS model in curriculum design and teacher training as well as further research with larger sample populations and broader contexts. It is expected that the application of the ARCS model can enrich teaching at the primary level and advance students' critical thinking skills.<br><br>*Keywords: students' critical reading skills, ARCS model approach, basic process skills* |
| <br><br><br><br><br><br>
| **Abstrak:** Artikel ini menjelaskan tentang efektivitas pendekatan model ARCS dalam meningkatkan kemampuan membaca kritis siswa sekolah dasar pada tingkat keterampilan proses dasar. Penelitian menggunakan metode pre-experimental design tipe *one group pretest-posttest* dengan subjek penelitian siswa kelas enam di SD Negeri 107397 Cinta Damai Kab. Deli Serdang. Data kemampuan membaca kritis siswa dikumpulkan menggunakan instrumen tes membaca kritis yang telah divalidasi sebelumnya. Hasil penelitian menunjukkan bahwa penerapan pendekatan model ARCS dalam pembelajaran membaca kritis dapat meningkatkan kemampuan membaca kritis siswa sekolah dasar pada tingkat keterampilan proses dasar. Terdapat peningkatan yang signifikan dalam kemampuan siswa dalam menganalisis, mengevaluasi, dan menyintesis informasi yang mereka baca dan memberikan dasar bagi pengembangan pendekatan pembelajaran yang lebih efektif. Implikasi mencakup integrasi model ARCS dalam perancangan kurikulum dan pelatihan guru serta penelitian lanjutan dengan populasi sampel yang lebih besar dan konteks yang lebih luas. Diharapkan penerapan model ARCS dapat memperkaya pengajaran di tingkat dasar dan memajukan kemampuan berpikir kritis siswa.<br><br>**Kata Kunci: kemampuan membaca kritis siswa, pendekatan model ARCS, keterampilan proses dasar** |

## INTRODUCTION

Education is an important foundation for shaping a quality generation that is able to face the challenges of an increasingly complex world. One of the skills that is needed in the learning process is critical reading ability (Amalia & Nadya, 2020; Wulandari et al., 2021). Critical reading allows students to understand, evaluate, and interpret texts better, thus developing their analytical and critical thinking (Shanti et al., 2017; Yono et al., 2017). However, critical reading skills are often a challenge for elementary school students. Some studies show that primary school students often struggle to understand texts more deeply, analyze the information presented, and draw logical conclusions (Dwi Irawan, 2019; Restuningsih et al., 2017). This may be due to a need for more understanding of critical reading strategies and a lack of motivation in learning.

The ARCS (Attention, Relevance, Confidence, Satisfaction) Model approach is a technique that can be employed to foster the growth of critical reading abilities. Created by John M. Keller, this approach aims to enhance students' motivation and enthusiasm for learning. The ARCS model comprises four key elements: attention, relevance, confidence, and satisfaction (Keller, 2000). Through the implementation of this approach, students are encouraged to become more participative, involved, and greatly motivated when it comes to reading and cultivating their critical reading skills.

The first component in the ARCS Model is attention. According to Keller (2000), attention can be increased through interesting stimuli, a variety of teaching methods, technology, and interactive learning. Students will be more interested and actively involved in the learning process by using these factors. A variety of innovative learning approaches, combining theory and practice, can assist educators in developing effective and engaging learning strategies (Ramadhani et al., 2020).

The second component in the ARCS Model is relevance. Relevance emphasizes the importance of connecting learning materials with students' real life. According to Keller (2000), relevant teaching can increase students' interest because they can see the connection between their learning and personal experiences and needs. David A. Ausubel, an educational psychologist, supported the concept of relevance in the ARCS Model with the theory of meaningful learning. Ausubel (1977) stated that learning centred on understanding concepts and their connection to students' existing knowledge could increase motivation and retention of information.

The third component of the ARCS Model is confidence. Confidence emphasizes the importance of building students' confidence to master learning materials. Keller (2000) explained that confidence can be strengthened by providing positive feedback, recognizing students' efforts, and providing challenges that are appropriate to students' ability levels. Albert Bandura, a psychologist, supports the belief component in the ARCS Model with self-efficacy theory. According to Bandura (2000), self-efficacy plays an important role in student motivation and achievement. High self-efficacy will motivate students to try harder and overcome obstacles in learning.

The final component in the ARCS Model is satisfaction. Satisfaction emphasizes the importance of providing a satisfying learning experience for students. Keller (2000) explained that satisfaction can be achieved through recognition of student achievement, constructive feedback, and student involvement in self-assessment and evaluation of learning. Mihaly Csikszentmihalyi, a psychologist, supports the satisfaction component in the ARCS Model with flow theory. According to Csikszentmihalyi & Nakamura (2010), a flow experience occurs when a person feels fully engaged, focused,

and satisfied with the activity. This flow experience can increase motivation and satisfaction in learning.

Numerous studies have explored the implementation of the ARCS Model approach in different educational settings. For instance, Winaya et al. (2013) conducted research to evaluate the effectiveness of the ARCS model in improving student motivation and learning outcomes in social studies among fourth-grade students at CHIS Denpasar Elementary School. The study employed an experimental research design and utilized a sample of fourth-grade students from the aforementioned school. Data were collected through questionnaires and achievement tests, which were then analyzed using Anakova statistical analysis. The findings revealed the following: (1) there were significant differences in social studies learning outcomes between students who used the ARCS learning model and those who utilized conventional learning models, (2) students who were exposed to the ARCS learning model exhibited higher social studies learning outcomes compared to those who followed conventional learning models, while controlling for learning motivation, and (3) learning motivation made a notable contribution to the learning achievement of fourth-grade students in social studies at CHIS Denpasar Elementary School.

Furthermore, Pratama (2021) conducted research focused on developing an ARCS model based on active learning to enhance student motivation in learning mathematics. The findings of this study indicated that there is still room for improvement in student learning motivation in mathematics. As a result, an ARCS model based on active learning was developed, which was found to be valid, practical, and effective in increasing motivation for learning mathematics.

In basic-level process skills (Heryana & Cunandar, 2016), observation is an important first step in the reading process.

Students can develop their ability to observe, record, and process the information observed through observing activities. Observation also involves utilizing all five senses of students so that they can see, hear, feel, taste, and collect information actively. In critical reading, observing will help students obtain important information from the text they read (Noorhapizah et al., 2019).

Furthermore, classification skills help students organize and classify the information they obtain. Students can develop a systematic and analytical mindset by classifying objects or ideas based on similar characteristics. In critical reading, the ability to classify information from the text will help students in understanding the structure and relationship between the concepts presented (Tantri, 2016).. Communication is also an important skill in learning basic-level process skills. Through communication, students can convey their observations, classifications, and conclusions to others. The ability to communicate effectively will help students in organizing and structuring their ideas clearly. In critical reading, students must learn to express opinions, present arguments, and share their understanding of the text they read (Wulandary, 2020). Critical reading is an integral part of critical thinking skills. In this case, there is a significant influence between good reading and writing skills on students' critical thinking skills (Fatimah et al., 2019).

Then, through measurement activities, students can develop an understanding of the concept of comparison and the units of measure used. In critical reading, the ability to measure will help students evaluate and understand quantitative information presented in the text (Restuningsih et al., 2017). Furthermore, prediction (forecast) involves students' ability to make estimates based on their observations and reasoning. In critical reading, students need to learn to identify clues and indications from the text they read to make predictions about what will happen next. The

ability to make predictions will help students develop their understanding of the text and build logical assumptions (Panjaitan, 2018). Finally, inference involves students' ability to collect data, analyze it, and make provisional conclusions based on the information they obtain. In critical reading, students need to learn to infer the implied meaning of the text, make inferences about characters or events, and identify possible implications (Junining, 2017).

However, there are limitations to the research that has been conducted related to the development of critical reading skills of elementary school students using the ARCS Model approach. Few studies have specifically discussed the development of critical reading skills of elementary school students with this approach. Therefore, this research will focus on the implementation of the ARCS Model in learning basic-level process skills to increase students' involvement and interest in learning. Through this approach, students are invited to actively participate in observation, classification, communication, measurement, prediction and inference in critical reading. The aim is for students to develop a deep understanding, identify important information, and apply critical thinking in reading and understanding texts.

Through this research, a better understanding of the effectiveness of the ARCS Model approach in developing elementary school students' critical reading skills can be obtained. This research can also contribute to developing curriculum and learning strategies to improve student's critical reading skills at the elementary school level. Thus, this research has significant relevance in optimizing critical reading learning in elementary schools and supporting efforts to improve the quality of education.

## METHOD

This study used a quantitative approach. The quantitative approach is used to collect data that can be measured numerically so that statistical analysis can be carried out to test the research hypothesis (Creswell, 2002). The researcher used the pre-experimental design method of one group pretest-posttest type in this study. This method was developed byArikunto (2006) and used to test the effectiveness of a treatment or intervention on one group of research subjects. This method involves measuring students' critical reading skills before and after treatment.

In the early stages of the research, the author conducted an initial test or pretest to measure students' critical reading skills before they were given treatment using the ARCS Model. This pretest aimed to determine the students' critical reading ability level before the intervention. After that, the researchers conducted the treatment by applying the ARCS Model to learn basic-level process skills.

After the treatment was carried out, the researchers then carried out the final test or post-test to re-measure the students' critical reading skills after they participated in learning with the ARCS Model. This post-test aims to evaluate whether the treatment has improved students' critical reading skills. By comparing the results of the pretest and post-test, researchers can see the changes that occur in students' critical reading skills after the treatment.

The sample of this study consisted of 20 of seventh-grade students of SD Negeri 107397 Cinta Damai District, Deli Serdang, North Sumatra. The sample selection was carried out using purposive sampling method, in which the students included in the group had characteristics that were by the research criteria. The selection of grade 6 students as the sample of this study was based on the consideration that they were at the right educational level to develop critical reading skills.

The instruments used in this study consist of a valid and reliable critical reading ability test that will be used as a pretest and

post-test to measure students' critical reading ability. This instrument will measure important aspects of critical reading, such as text comprehension, information evaluation, and application of reasoning.

The data obtained from this study were statistically analyzed using the T-test. The results of the data analysis will provide information regarding the significant difference between the pretest and post-test results in students' critical reading ability. If there is a significant difference, this will support the research hypothesis that using the ARCS Model effectively improves the critical reading skills of elementary school students.

**RESULTS AND DISCUSSION**

This study aims to examine the effectiveness of the ARCS model approach in improving elementary school students' critical reading ability at the basic process skills level. In an effort to improve the critical reading ability of elementary school children, the following table shows more clearly how the components of the ARCS instruction model are connected to basic process skills.

**Table 1. Table of the ARCS Instruction Model Syntax in Basic Process Skills**

| No | Steps | The ARCS Model Components | Basic Process Skills | Outcome Indicators |
|---|---|---|---|---|
| 1 | Attention | - Introduces the initial learning objectives <br> - Shows concrete examples and interesting visuals - Uses various multimedia elements | - Observation <br> - Classification | - Show interest and involvement in observation activities <br> - Able to classify objects based on certain characteristics |
| 2. | Relevance | - Conveys the learning object explicitly as expected <br> - Provide alternative ways of solving a problem | - Communication | - Able to communicate research results or understanding clearly <br> - |
| 3. | Confidence | - Organizing learning materials based on rules (from easy to difficult) <br> - Provide a statement about the appreciation that will be given | - Measurement | - Able to use measuring instruments precisely and accuratel <br> - Understand the basic concepts of measurement and its application <br> - |
| 4. | Satisfaction | - Giving attractive gifts and verbal praise <br> - Provide explanations if there is material that is not understood <br> - Repeating learning related to new concepts | - Prediction <br> - Inference | - Able to make predictions based on existing information <br> - Able to draw conclusions or inferences from the data obtained |

In this study, a comparison was made between students' critical reading results before and after following learning with the ARCS model approach. Data on students' critical reading skills were measured before and after applying the ARCS model approach. Furthermore, in this study, the prerequisite test is the normality test to check whether the data used is normally distributed. The normality test used is the One-Sample Kolmogorov-Smirnov test with a significance level of 0.05. Data is normally distributed if the significance value (sig) is greater than 0.05. In this data analysis, the SPSS 26.0 for Windows computer program was used to conduct normality tests using statistical methods. The normality test was conducted using the Shapiro-Wilk test. Based on the results of the Shapiro-Wilk test with a significance of 0.200> 0.05, it can be concluded that the data is normally distributed. Therefore, the normality requirement is met in this data analysis.

**Table 2. Tests of Normality**

| Tests of Normality | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Group | Kolmogorov-Smirnov$^a$ | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Critical reading | pre-test | .107 | 20 | .200* | .970 | 20 | .758 |
| | post-test | .093 | 20 | .200* | .956 | 20 | .462 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

Based on the results of the output table given, it can be concluded that:
1. Kolmogorov-Smirnov test for the pretest has a statistical value of 0.107 with degrees of freedom (df) 20, and a significance value (Sig.) of 0.200*.
2. The Shapiro-Wilk test for the pretest has a statistical value of 0.970 with a degree of freedom (df) of 20, and a significance value (Sig.) of 0.758.
3. The Kolmogorov-Smirnov test for the post-test has a statistical value of 0.093 with degrees of freedom (df) 20, and a significance value (Sig.) of 0.200*.
4. The Shapiro-Wilk test for the post-test has a statistical value of 0.956 with a degree of freedom (df) of 20, and a significance value (Sig.) of 0.462.

Based on the significance value (Sig.) obtained, which is 0.758 for the pretest and 0.462 for the post-test, both groups of students' critical reading data are normally distributed. This means that the normality requirement is met in this data analysis. In this study, the number of data samples for each group (pretest and post-test) is 20, less than 50. Therefore, using the Shapiro-Wilk test as normality decision-making is appropriate. It can be concluded that students' critical reading data before and after treatment using the ARCS Model can be assumed to be normally distributed for further data analysis. Furthermore, a t-test was conducted to see the effectiveness of the ARCS model approach in improving the critical reading skills of elementary school students.

**Table 3. Table of Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
| Pair 1 | membaca kritis - kelompok | 74.275 | 5.818 | .920 | 72.414 | 76.136 | 80.746 | 39 | .000 |

From the t-test table of pre-test and post-test of the control group shown in the table above, it can be seen that the 2-tailed probability value (significance) is 0.00 <0.05, so Ho is rejected, and Ha is accepted. So it can be concluded that the ARCS Model Approach in Basic Process Skills affects students' critical reading learning. This means there is an increase in critical reading skills after using the ARCS Model in learning.

In this study, the improvement of students' critical reading skills can be observed after treatment using the ARCS Model. This shows that the ARCS Model Approach positively influences improving students' critical reading skills. So, using the independent-sample t-test analysis, it can be concluded that the ARCS Model Approach has an effect on the critical reading ability of students of SD Negeri 107397 Cinta Damai.

**Discussion**

In this study, research was conducted to investigate the effect of the ARCS Model on improving elementary school students' critical reading ability in basic-level process skills. Based on the results of the data analysis, it was found that there was a significant improvement in students' critical reading ability after applying the ARCS Model. This indicates that this approach effectively improves students' ability to read critically. This study's results support previous research findings, which state that the use of the ARCS Model can contribute to improving students' critical reading skills. Previous research by Novtalia (2022) showed

that the ARCS model (Attention, Relevance, Confidence and Satisfaction) effectively impacted students' science literacy.

Research Aryani et al., (2014) also showed a significant difference between learning interest and English learning outcomes between students who followed ARCS learning and those who followed conventional learning. This finding indicates that learning with the ARCS approach has a positive influence on students' interest in learning and English learning outcomes.

Nissa et al., (2021) also stated Students' Perspective towards E-Learning Based on ARCS Motivation Model. The results stated that students' responses to the learning experience using E-Learning on Attention, Relevance, Confidence, and Satisfaction were all at good criteria. However, students' responses to the availability of features/application/media in E-Learning on Attention, Relevance, and Satisfaction elements are below good criteria, except for the Confidence element, which meets good criteria.

Septiawan & Agung (2020) research supports the findings of this study stating that the ARCS Model provides an effective stimulus in motivating students and increasing their involvement in learning. Factors such as attention, relevance, confidence, and satisfaction introduced in the ARCS Model provide a strong foundation for improving students' critical reading skills.

This study found a significant difference between the pretest and posttest

results in the experimental group. This significant increase in students' critical reading skills shows that the ARCS Model effectively stimulates students to read critically. Similar to the research conducted by Wu (2018), students who used a game-based English vocabulary practice system experienced a significant increase in learning effectiveness due to digital games that stimulated their participation and learning motivation. Students also responded positively to the aspects of "attention," "relevance," "confidence," and "satisfaction" in learning motivation. In the next research, the ARCS approach also supports blended learning, according to the research conducted by Chang & Chen (2015). The results of this study support the validity of the four motivational elements in the ARCS model and show that ARCS-based digital materials, course design that adopts an ARCS-based motivational approach, and a student-focused and question-filled learning environment are important components to achieving effective online learning in information literacy courses.

Although this study has positive results, there are some limitations that need to be noted. First, the study's sample size was small, with only 20 students involved. This may limit the generalization of the findings of this study to the overall population of elementary school students. It is recommended that future research can involve a larger sample to strengthen the external validity of the findings.

Secondly, this study was conducted in a limited context, namely at the basic level of process skills. Therefore, the results of this study may not be directly applicable to other learning contexts (Hayati & Setiawan, 2022; Mahfud, 2017; Mitarlis et al., 2020). Further research is needed to test the effectiveness of the ARCS Model in improving critical reading skills in other process skills or different subjects.

In addition, other factors can affect students' critical reading skills, such as socioeconomic background, literacy level, and previous experience. These factors should have been explicitly addressed in this study and could be an interesting area of research to explore further.

Nonetheless, this study contributes to developing primary school students' critical reading skills. The ARCS model has been proven effective in improving students' critical reading skills and can be used as a reference for teachers and educational practitioners in designing lessons that motivate students to read critically.

Furthermore, this study also provides significant practical implications. Teachers can apply the ARCS Model in learning basic process skills to improve students' critical reading ability. In its application, teachers need to pay attention to the aspects of students' attention, relevance, confidence, and satisfaction so that they are actively involved and have high motivation in learning. It also provides practical implications for teachers and educational practitioners in designing learning that motivates students to read critically (Suwartini & Fujiastuti, 2017). Given the positive results obtained from this study, it is recommended that schools and teachers implement the ARCS Model in learning basic-level process skills consistently. Training and debriefing for teachers regarding implementing the ARCS Model and appropriate teaching strategies are needed so that they can carry out learning effectively. Further research can be conducted with a larger sample size and involving other schools to test the validity and generalizability of the results of this study.

## CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the application of the ARCS Model in the development of basic-level process skills can significantly improve the critical reading ability of elementary school students. The results of this study provide a strong basis for

the development of effective learning approaches in improving students' critical reading skills. Hopefully, this research will positively contribute to efforts to improve the quality of learning at the primary school level and encourage the application of innovative approaches in learning. Through the application of the ARCS Model, educators can motivate and actively involve students in the learning process, increase the relevance of learning materials, build students' confidence, and provide a satisfying learning experience. Thus, this research has important implications for curriculum development, learning strategies, and improving the quality of education in elementary schools.

Based on the results of this study, the researcher tries to provide some suggestions; teachers and educators should apply the ARCS Model approach in teaching basic-level process skills. This approach can help increase students' interest and motivation in learning and improve their critical reading skills. There needs to be training and professional development for teachers in applying the ARCS Model approach. Teachers must understand the concepts underlying this approach and how to integrate them into daily learning. Educators and curriculum developers should consider integrating the ARCS Model approach in the design of primary-level process skills curricula. This will help ensure that learning not only focuses on the knowledge aspect but also develops students' skills and attitudes.

Future research could be conducted to test the effectiveness of the ARCS Model approach in a broader context and with a larger sample population. This research could also involve using more varied instruments and more sophisticated data analysis techniques to measure student progress in more detail. By applying the ARCS Model approach to learning basic process skills, elementary school students can have better critical reading skills. This will positively impact their ability to understand and analyze information, as well as the development of broader critical thinking skills.

## ACKNOWLEDGMENT

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