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The Implementation of the ARCS Model in Indonesian Language Learning to Enhance Literacy Skills of Fifth-Grade Students at Elementary School

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Abstract

This study aims to analyze the impact of the ARCS (Attention, Relevance, Confidence, Satisfaction) learning model on the literacy skills of fifth-grade students in Indonesian language learning, with learning motivation as a control variable. Employing a quasi-experimental approach with a pretest-posttest control group design, this research involved two groups: the experimental group taught using the ARCS model and the control group taught using conventional methods. A total of 56 students from SDN Parsanga II participated, equally divided between the two groups. Data collection instruments included literacy tests and learning motivation questionnaires. The findings reveal a significant difference in literacy skills between students taught using the ARCS model and those taught using conventional methods. Statistical analysis, including ANCOVA, showed that the ARCS model significantly improved literacy skills, with an F-value of 29.102 and $p < 0.05$. Furthermore, the R Squared value of 0.355 indicates that the ARCS model and learning motivation together accounted for 35.5% of the variability in literacy skills. The four stages of the ARCS model—Attention, Relevance, Confidence, and Satisfaction—were instrumental in enhancing students' literacy. These stages effectively captured students' attention, linked learning materials to their lives, built confidence in tackling texts, and provided a satisfying learning experience. The study highlights the effectiveness and flexibility of the ARCS model in improving literacy skills in elementary education. By fostering motivation and creating meaningful learning experiences, the ARCS model serves as a promising solution to address literacy challenges in elementary schools, contributing to better academic outcomes.

Keywords: *ARCS Model; Literacy Skills; Indonesian Language Learning; Learning Motivation*

Introduction

Basic education plays a crucial role in establishing the foundation for students' literacy. Literacy encompasses not only reading and writing skills but also the ability to understand and effectively use information in daily life (Sumandya, 2016). According to data from the Ministry of Education and Culture of the Republic of Indonesia (2021), only about 60% of elementary school students have adequate literacy skills. This highlights significant challenges in improving literacy skills among students, particularly in fifth grade, where they begin to encounter more complex materials. The challenges in enhancing literacy skills in fifth grade in Indonesia are diverse. One of the main issues is the lack of interest in reading among students. That only 30% of fifth-grade students spend time reading books outside of school hours. Additionally, conventional teaching methods often fail to capture students' attention, reducing their engagement in the learning process.

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Innovation in teaching models is crucial to addressing these challenges. Engaging and relevant teaching models can boost students' motivation to learn. One model that has proven effective in enhancing students' motivation and engagement is the ARCS (Attention, Relevance, Confidence, Satisfaction) model (Ninawati, 2019). This model is designed to address motivational and engagement issues in learning, which are key to improving students' literacy skills (Lesmana & Lubis, 2020). The first component, Attention, aims to capture students' interest through various techniques, such as using engaging media and interactive activities. In the context of Indonesian language learning, the use of videos, images, and games can effectively draw students' attention (Susmiati, 2020).

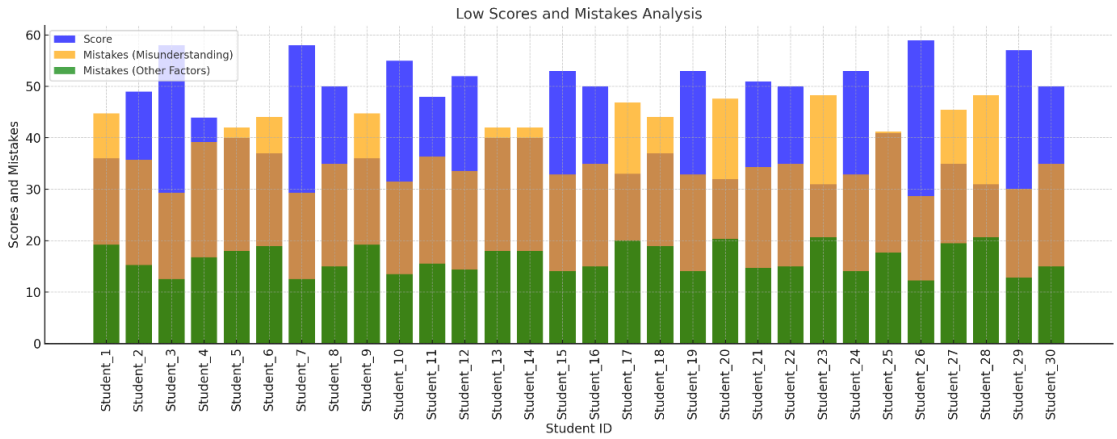
Relevance focuses on connecting learning materials with students' interests and needs. The students are more motivated to learn bdemonstrating how literacy skills can be applied in daily life. Teaching that links reading lessons with everyday activities, such as reading news or stories, can enhance the relevance of the material for students (Jamil, 2019). The third component, Confidence, relates to building students' belief in their abilities. In language learning, it is crucial to provide positive feedback and support students in overcoming the challenges they face. Satisfaction emphasizes the importance of providing a fulfilling learning experience. Positive learning experiences can boost students' motivation to continue learning. The offering rewards or recognition for students' achievements in reading can enhance their sense of satisfaction and motivation to learn further (Setyowati et al., 2022).

Several specific challenges are faced by students in the context of Indonesian language learning. One of these is limited comprehension of texts when reading. Many fifth-grade students struggle to understand the content of their reading, which affects their ability to answer questions accurately (Setiawan et al., 2020). This indicates the need for more effective approaches to teaching reading comprehension. Additionally, student engagement in Indonesian language learning is often low. Monotonous and less interactive teaching methods can lead to boredom and a lack of motivation to learn. Students involved in more active learning methods, such as group discussions and collaborative projects, show significant improvements in literacy skills compared to those who follow traditional teaching methods (Ramadhani & Sulisworo, 2022).

Current teaching methods often fail to meet the individual needs of students. Teachers often struggle to provide adequate attention to each student, leaving some without the support they need to develop. This can result in gaps in literacy skills among students. Additionally, the limited resources in elementary schools, such as the lack of diverse reading materials and inadequate learning facilities, pose challenges to improving students' literacy skills. Data from the Central Bureau of Statistics (2021) shows that over 40% of elementary schools in Indonesia still lack access to quality reading materials. Without adequate resources, efforts to improve students' literacy will be hindered.

SDN Parsanga II is one of the elementary schools located in a rural area of Indonesia. The school has approximately 200 students, with 30 in the fifth grade. Based on a survey conducted at the school, many students struggle with reading and understanding texts. Only about 25% of students were able to complete reading assignments successfully, while the rest experienced difficulties answering questions related to the texts. The literacy challenges at SDN Parsanga II are heavily influenced by the socioeconomic background of the students. Many students come from underprivileged families, which significantly limits their access to books and other learning resources. This situation impacts their motivation and interest in reading. The implementation of the ARCS model becomes highly relevant to help students

overcome these challenges. The initial observations of fifth-grade students at SDN Parsanga II revealed the results of their daily tests, as shown in Figure 1 below.



Gambar 1. *Test Score*

Based on the data analysis, it was found that 70% of students who answered incorrectly did so because they misunderstood the meaning of the questions. This indicates the need for improvements in how questions are presented or for providing training to students to better understand the context and intent of the questions. The reason many students still struggle to understand the meaning of the questions is closely related to their low literacy skills. One contributing factor is the lack of a regular reading habit, both at school and at home, even though reading is essential for improving the ability to understand context, meaning, and purpose of a text.

Additionally, limited access to engaging and relevant reading materials is another obstacle, as monotonous readings often reduce students' motivation to comprehend the content. A lack of variety in teaching approaches, such as methods that overly focus on memorization and one-way instruction, also contributes to low literacy levels. These methods do not train students to think critically or to understand texts effectively. The curriculum that is overly focused on test scores often neglects the development of literacy as a fundamental skill, causing students to focus on answering questions without truly understanding their meaning. Vocabulary and language difficulties are also significant challenges. Limited vocabulary mastery makes it difficult for students to understand the words or terms used in questions, especially if they involve formal or rarely used language. Furthermore, the lack of a supportive literacy environment at school and at home—such as inadequate libraries or insufficient encouragement from parents and teachers—affects students' ability to understand questions. Time constraints and psychological factors, such as anxiety, also play a role, causing students to rush through questions and not fully grasp their meaning. Finally, a lack of understanding of the purpose of questions, especially those that require analytical thinking, often leads to incorrect answers.

Teachers can capture students' attention through more interactive and relevant teaching methods By using the ARCS model. Additionally, building students' confidence through positive feedback and support can help them feel more comfortable learning the Indonesian language (Ariyani & Wahyudi, 2023). The implementation of the ARCS model at SDN Parsanga II can also help increase student engagement in the learning process. This is crucial for improving their literacy skills, which in turn can contribute to overall academic achievement. The theory underlying that Attention, Relevance, Confidence, Satisfaction (ARCS) can improve students' literacy skills is based on principles of motivation in learning and skill development.

The concept that student motivation is a key factor in successful learning (Peni et al., 2020). The Attention element helps improve students' focus through engaging strategies, such as using interactive media, intriguing stories, or reflective questions.

The Relevance element is supported by the theory of connectedness, which states that students find it easier to understand and remember information when the material is relevant to their lives. When students recognize the real-life benefits of literacy, their motivation to read and understand texts increases. Confidence empowers students to face challenging texts with the belief that they can comprehend them. Rewarding achievements reinforces positive behavior. When students feel satisfied with their literacy successes, they are more motivated to continue learning (Putri et al., 2019).

The implementation of ARCS is also in line with the theory of constructivism, which emphasizes the importance of contextual and relevant learning (Eka, 2021). The Relevance element in ARCS ensures that literacy materials are connected to students' experiences, allowing them to build understanding from their own backgrounds. Additionally, active interaction with texts that capture students' attention supports constructive learning processes. The Satisfaction element emphasizes the importance of positive experiences and emotional fulfillment in learning. Students who feel valued and satisfied with the learning process are more motivated to enhance their literacy skills.

Directed attention can reduce students' cognitive load, allowing them to focus more effectively on processing relevant information. The ARCS approach enables students to better understand complex texts, ultimately improving their literacy skills. The importance of attention and reinforcement in transferring information from short-term to long-term memory is also crucial. The Attention and Satisfaction elements help students absorb and retain information from texts, which forms the foundation of literacy skills.

The uniqueness of implementing the ARCS model (Attention, Relevance, Confidence, Satisfaction) in Indonesian language learning lies in its holistic approach, which focuses on improving student motivation and directly impacts literacy skills. This model provides learning strategies that not only emphasize content delivery but also consider students' psychological and emotional aspects, creating a more engaging and effective learning environment.

The Attention stage can be used to capture students' interest in reading or answering questions through innovative media, such as videos, interactive stories, or visualizations. This helps students focus and become more excited about exploring texts. The Relevance stage ensures that the texts or materials used are aligned with students' experiences and interests, making them perceive the learning as meaningful in their daily lives. The Confidence stage helps build students' belief in their ability to understand and analyze texts. The providing challenges progressively and encouraging students to achieve small successes, they gain greater confidence in developing their literacy skills. Lastly, the Satisfaction stage rewards students' efforts and achievements, such as through verbal praise, certificates, or positive class discussions, motivating them to continue learning.

The uniqueness of the ARCS model's implementation lies in its approach, which not only improves students' reading and writing skills but also creates a motivating, relevant, and satisfying learning experience. Students' literacy skills can be significantly enhanced, as the model provides solutions to various learning obstacles, such as lack of focus, low reading interest, and low self-confidence.

This study has several unique aspects compared to previous research. First, the implementation of the ARCS model to improve literacy skills at SDN Parsanga II, a school in a rural area with limited resources, has not been widely explored. Second, this study uses direct data from SDN Parsanga II, which is located in an area with limited access to quality reading materials, offering a new perspective on literacy challenges in rural areas. Third, the emphasis on active interaction and context-based learning, using materials relevant to students' lives, is an innovative approach. Fourth, this study highlights the importance of interactive methods and support in building students' self-confidence, aimed at reducing anxiety and increasing motivation. Overall, this study combines motivation, relevance, and literacy skill development with a focus on the specific needs of students in rural areas.

Method

This study employed a quasi-experimental approach using a pretest-posttest control group design to evaluate the effectiveness of implementing the ARCS Model in Indonesian language learning for improving the literacy skills of fifth-grade elementary school students, with motivation as a control variable. This approach was chosen because it allows the researcher to compare learning outcomes between the experimental group (students taught using the ARCS Model) and the control group (students taught using conventional methods), while also controlling for the influence of motivation on the results.

The population of this study comprised fifth-grade students at SDN Parsanga II. The sample was selected using a purposive sampling technique, where two classes with similar characteristics—such as the number of students, academic background, and learning conditions—were chosen. One class served as the experimental group, while the other served as the control group. The research variables included the following: the independent variable was the implementation of the ARCS Model in Indonesian language learning, while the dependent variable was students' literacy skills, measured through literacy tests conducted before and after the intervention. Additionally, the control variable was students' motivation, which was assessed using a learning motivation questionnaire administered prior to the intervention.

The research procedures were divided into three stages. During the preparation stage, the researchers developed and validated research instruments, including literacy tests and motivation questionnaires, and assigned students to the experimental and control groups. The implementation stage began with a pretest to assess students' initial literacy skills and motivation levels. The experimental group received instruction using the ARCS Model, which incorporated the stages of Attention, Relevance, Confidence, and Satisfaction in every lesson, while the control group was taught using conventional methods. Students' motivation was also re-measured during this stage to control its influence. Lastly, the evaluation stage involved conducting a posttest to measure students' literacy skills after the intervention and comparing pretest and posttest results from both groups to evaluate improvements in literacy skills.

The research instruments used in this study consisted of a literacy test and a motivation questionnaire. The literacy test included questions on reading comprehension and text analysis aimed at evaluating students' literacy skills. Meanwhile, the motivation questionnaire, designed using a Likert scale, was employed to measure students' motivation levels both prior to and during the study.

Table 1. *Literacy Test for Fifth-Grade Students*

No	Test Component	Questions/Instructions	Max Score
1	Reading Comprehension: Identification	Read the following text carefully: (Provide a simple text, such as a short story or a fable). - Who is the main character in this story? - What problem does the main character face?	10
2	Reading Comprehension: Interpretation	Based on the text you read: - Why did the main character take that action? - How does the ending of the story affect the main character?	10
3	Text Analysis: Story Structure	Identify the parts of the story (introduction, conflict, resolution) in the text you read!	10
4	Text Analysis: Moral Message	What moral lesson can you learn from this story? Explain your answer with supporting reasons!	10
5	Vocabulary	Find 5 difficult words in the text. Write the meaning of each word!	10

Motivation Questionnaire for fifth-grade students, designed using a Likert scale to measure motivation levels before and during the study. The Motivation Questionnaire is designed to measure students' motivation levels. To complete the questionnaire, carefully read each statement provided and mark (✓) the column that best represents your opinion. The responses should be selected based on the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Take your time to consider each statement thoughtfully before making your selection.

Table 2. *Motivation Questionnaire*

No	Statement	1	2	3	4	5
1	I feel happy when learning Indonesian at school.					
2	I am always enthusiastic about completing school assignments.					
3	I feel confident that I can understand the lessons being taught.					
4	I believe learning Indonesian is important for my future.					
5	I enjoy participating in classroom learning activities with my classmates.					
6	I am motivated to achieve good grades in Indonesian language studies.					
7	I enjoy it when the teacher uses new methods to teach.					
8	I feel more motivated to learn when I receive praise from the teacher.					
9	I feel challenged to complete difficult questions or assignments.					
10	I feel bored when learning Indonesian. *(Reverse scoring: for negative statements)*					

Data Analysis: The data collected in this study were analyzed using the Analysis of Covariance (ANCOVA) method. This approach was employed to control for the variable of student motivation, ensuring that the results were valid and accurate. The data analysis followed a systematic process to maintain statistical rigor and reliability. The first step involved conducting normality and homogeneity tests to confirm that the data met the required statistical assumptions. The normality test ensured that the data distribution approximated a normal curve, while the homogeneity test verified that the variances across groups were equal. Meeting these assumptions was critical for the accurate application of the ANCOVA method. Next, ANCOVA was performed to determine the impact of implementing the ARCS Model on students' literacy skills. This analysis considered the influence of student motivation as a controlled variable to isolate the effect of the teaching model. The study accounted for its potential impact on literacy outcomes by integrating motivation as a covariate, thereby enhancing the precision of the findings. The primary goal of this analysis was to ascertain whether the ARCS Model significantly improved students' literacy skills compared to conventional teaching methods. The results from the ANCOVA analysis provided insights into the effectiveness of the ARCS Model while controlling for motivational factors, ensuring a comprehensive understanding of its impact on literacy development.

Results

This study aims to analyze the impact of implementing the ARCS learning model on the literacy skills of fifth-grade students in Indonesian language learning, with learning motivation levels as a control variable. The focus of the research includes a comparison of the effectiveness of the ARCS model with conventional teaching methods in improving students' literacy skills. The study subjects consisted of fifth-grade students from two classes, selected as the experimental and control groups. Through this approach, the research seeks to provide empirical evidence on how the ARCS model can significantly support literacy improvement while considering the aspect of learning motivation. The test results are detailed as follows:

Table 3. *Normality Test*

Variable	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Literacy	0.075	56	0.200*	0.975	56	0.284
Learning Motivation	0.065	56	0.200*	0.985	56	0.688

Lilliefors Significance Correction.

The normality test using Kolmogorov-Smirnov and Shapiro-Wilk showed that the data for the literacy and learning motivation variables followed a normal distribution. For the literacy variable, the significance values for Kolmogorov-Smirnov and Shapiro-Wilk were 0.200 and 0.284, respectively, both greater than 0.05, fulfilling the normality assumption. Similarly, for the learning motivation variable, the significance values for Kolmogorov-Smirnov and Shapiro-Wilk were 0.200 and 0.688, respectively, which are also greater than 0.05. Thus, both variables can be considered normally distributed, ensuring that the data meet the requirements for further statistical analysis.

Following the fulfillment of the normality assumption, a homogeneity test was conducted to ensure that the variance among data groups, both in learning outcomes and learning motivation, was homogeneous. This step is crucial to meet the assumptions of statistical analyses, such as analysis of covariance (ANCOVA), which requires equal variance among groups to produce valid and accurate results.

Table 4. *Homogeneity Test*

Levene's Test of Equality of Error Variances[a]				
Dependent Variable:	F	df1	df2	Sig.
Hasil_Belajar	.450	1	54	.505
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + Literasi+ Model_Pembelajaran				

The results of Levene's Test of Equality of Error Variances indicate that the error variance in the dependent variable, learning outcomes, is consistent across all groups. The F-value of 0.450, with degrees of freedom (df1 = 1, df2 = 54), yielded a significance value of 0.505, which is greater than 0.05. This suggests that there is no significant difference in error variance between groups, fulfilling the homogeneity of variance assumption. Consequently, the data can be used for further statistical analysis, such as analysis of covariance (ANCOVA), in accordance with the research design involving the literacy variable and the learning model.

After meeting the prerequisite assumptions, one-way ANCOVA was employed in this study to evaluate the effect of the learning model on students' learning outcomes, with literacy as a covariate. The ANCOVA test aims to determine whether there is a significant difference in students' learning outcomes between the group taught using the ARCS model and the group

taught using conventional methods, after controlling for the influence of literacy. This approach enables researchers to isolate variables affecting learning outcomes, allowing for a more precise analysis of the effectiveness of the learning model. Thus, ANCOVA serves as a relevant method to address the objectives of this study.

***Table 5**. Between-Subjects Factors*

Between-Subjects Factors	Value	Label	N
Learning Model	1.00	Conventional	28
	2.00	ARCS	28

This study involved two treatment groups based on the learning model as a between-subjects factor. The first group consisted of 28 students taught using the conventional learning model, while the second group comprised 28 students taught using the ARCS model. With an equal number of subjects in both groups, the research design allowed for a balanced comparison to evaluate the effectiveness of each learning model on students' learning outcomes. This allocation was designed to produce more representative results and support the validity of the research findings.

***Table 6.** Descriptive Statistics Data Presented*

Learning Model	**Mean**	**Standard Deviation**	**N**
Conventional	77.2878	5.82372	28
ARCS	83.7184	4.40642	28
Total	80.5031	6.05866	56

The results of the descriptive statistical analysis indicate a difference in the average learning outcomes between the group taught using the conventional learning model and the group taught using the ARCS model. The group taught with the conventional model had an average learning outcome of 77.29 with a standard deviation of 5.82 from 28 students. Meanwhile, the group taught using the ARCS model achieved a higher average learning outcome of 83.72, with a standard deviation of 4.41 from 28 students. Overall, the total average learning outcome for both groups was 80.50 with a standard deviation of 6.06 from 56 students. This data demonstrates that the ARCS learning model produced better learning outcomes compared to the conventional learning model.

***Table 7**. Tests of Between-Subjects Effects*

Tests of Between-Subjects Effects

Dependent Variable: Literasi

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	715.719[a]	2	357.860	14.554	.000
Intercept	1957.085	1	1957.085	79.594	.000
Motivasi_Belajar	136.785	1	136.785	5.563	.022
Learning Model	715.577	1	715.577	29.102	.000
Error	1303.186	53	24.588		
Total	364941.232	56			
Corrected Total	2018.905	55			

a. R Squared = .355 (Adjusted R Squared = .330)

The results of the Tests of Between-Subjects Effects indicate a significant effect of the learning model on students' literacy skills after controlling for the variable of learning motivation. The F-value for the learning model is 29.102 with a significance level of $p = 0.000$ ($p < 0.05$), demonstrating that the learning model has a significant effect on students' literacy. Additionally, the variable of learning motivation also has a significant effect on students' literacy, with an F-value of 5.563 and a significance level of $p = 0.022$ ($p < 0.05$).

The Corrected Model shows that the tested independent variables contribute significantly to the variability in students' literacy skills, with an F-value of 14.554 and p = 0.000. The R Squared value of 0.355 (Adjusted R Squared = 0.330) indicates that 35.5% of the variability in students' literacy skills can be explained by the learning model and learning motivation, while the remaining variability is influenced by other factors. These findings affirm that the learning model, particularly the ARCS model, plays a critical role in improving students' literacy compared to the conventional model, with learning motivation as a supporting factor.

Discussion

This study aims to analyze the effect of implementing the ARCS (Attention, Relevance, Confidence, Satisfaction) learning model on improving literacy skills of fifth-grade students in Indonesian language learning, with learning motivation levels as a control variable. Based on the results of normality and homogeneity tests, the data in this study meet the necessary statistical assumptions for further analysis, namely normal distribution and homogeneous variance across treatment groups. The use of one-way ANCOVA showed that there is a significant difference in literacy learning outcomes between the group taught using the ARCS model and the group taught using conventional methods. The group using the ARCS model showed a higher average learning outcome (83.72) compared to the group using the conventional method (77.29). These findings indicate that the ARCS model is effective in improving students' literacy skills, which aligns with the research goal of evaluating the impact of the learning model on students' literacy abilities. This study also revealed a significant difference in literacy skills between students taught using the ARCS model and those taught using conventional teaching methods. The ARCS model, which consists of four main stages—Attention, Relevance, Confidence, and Satisfaction—provides a structured and holistic approach to improving students' literacy skills in Indonesian language learning. Here is how each stage of the ARCS model is applied to support literacy improvement:

Attention: This stage aims to capture students' attention to the learning material. In the context of literacy, teachers use strategies such as presenting engaging, relevant, or challenging texts. For example, teachers can use stories or articles that align with students' interests, accompanied by visual illustrations or reflective questions to spark curiosity. Focused attention prepares students to better understand the content and actively engage in the learning process. Relevance: This stage, the teacher ensures that the learning material is connected to students' lives. The texts provided are tailored to their experiences, interests, or needs, making the learning process more meaningful. The students can be guided to read and analyze texts about everyday phenomena or social issues relevant to their environment. This approach not only boosts students' motivation to read but also helps them better understand the texts. Confidence: This stage is designed to build students' confidence in their ability to understand and analyze texts. Teachers provide tasks gradually, starting with simple questions and progressing to more complex ones, allowing students to feel tangible progress. Additionally, teachers offer positive feedback to encourage students to continue learning without fear of mistakes. As students' confidence increases, they are more prepared to tackle challenging texts and understand them independently. Satisfaction: The final stage aims to provide students with a sense of satisfaction with their learning achievements. Teachers give rewards, both in the form of verbal praise and formal recognition, such as certificates, to appreciate students' efforts and accomplishments. This satisfaction motivates students to further enhance their literacy skills. Moreover, class discussions about the texts read create a positive experience that makes students feel valued.

The implementation of the ARCS model enables students not only to be motivated to read but also to develop better literacy skills. Students tend to be passive in conventional learning due to the lack of motivational and relevant aspects. The ARCS model provides a more structured, interactive, and meaningful learning experience, enabling students to understand texts more effectively and improve their overall literacy skills. These findings highlight the importance of structured learning models like ARCS in supporting the development of students' literacy.

The findings of this study are consistent with previous research showing that motivational learning models like ARCS can enhance students' academic skills (Riyanti & Anggaini, 2021). Other studies focusing on the ARCS model emphasize that engaging and relevant learning, supported by intrinsic motivation, can improve students' learning outcomes (Rahmadona et al., 2024). This study is also in line with research that highlights the significant impact of learning motivation on students' literacy skills ($F = 5.563$, $p = 0.022$), reinforcing the relevance of this study in line with studies that reveal the importance of motivation in the learning process to improve student learning outcomes (Alam et al., 2024).

Another study found that the ARCS model significantly enhances learning motivation, with the Satisfaction component reaching 73% (Hendaryan et al., 2022). The similarity between this study and the current research lies in the emphasis on the importance of the ARCS model in increasing students' motivation. However, their study focused on motivation in physics learning at the senior high school level, while this research focused on literacy in Indonesian language at the elementary school level. The advantage of this research lies in demonstrating that the ARCS model not only increases motivation but also directly improves literacy skills. This is also supported by studies examining the effectiveness of the ARCS model in enhancing science literacy among 11th-grade students, where it was shown to effectively improve science literacy (Sari & Rahmi, 2023). While both studies highlight the ARCS model's effectiveness in improving literacy, this study extends its application to Indonesian language literacy at the elementary school level, showing the flexibility of this model.

Relevant previous research also shows that the ARCS model significantly improves students' reading interest (Muttaqin & Rizkiyah, 2022). This study indicates that the ARCS model enhances reading interest and overall literacy skills. These findings are also supported by previous research showing that innovative learning models like Problem-Based Learning (PBL) and Blended Learning effectively improve mathematical literacy (Khoiti, 2018). Although the importance of innovative learning models for literacy improvement is a common theme, this study focuses on Indonesian language literacy using the ARCS model, compared to mathematical literacy in their study. This research provides additional evidence of the ARCS model's effectiveness outside the context of mathematics. Previous research also emphasizes the importance of innovative learning models such as STAD in improving science literacy (Efriyenef & Fitria, 2021). While both studies highlight the importance of appropriate learning models for literacy, this study specifically focuses on the ARCS model in Indonesian language literacy. This study demonstrates the effectiveness of the ARCS model in the non-science literacy context.

The similarities and differences in these findings confirm that the ARCS model, by controlling students' motivation, can be a solution in Indonesian language learning. Therefore, this research expands the application of the ARCS model, showing its flexibility across various contexts, and makes a significant contribution to improving literacy in Indonesian language learning. This study provides empirical evidence supporting the effectiveness of the ARCS

model in improving students' literacy skills, with learning motivation serving as a significant supporting factor. These findings enrich the literature on the application of motivation-based learning models in elementary education in Indonesia, particularly in Indonesian language learning, and provide recommendations for using the ARCS model as a more effective alternative compared to conventional teaching methods.

Conclusion

This study shows that the implementation of the ARCS (Attention, Relevance, Confidence, Satisfaction) learning model significantly improves the literacy skills of fifth-grade students in Indonesian language learning compared to conventional teaching methods. The structured and holistic ARCS model proves to be effective in enhancing students' learning motivation, which is a key factor in the success of literacy learning. The Attention phase successfully captures students' attention with engaging teaching strategies, while the Relevance phase makes the material more relevant to their lives. The Confidence phase builds students' self-confidence in facing challenging texts, and the Satisfaction phase provides a rewarding learning experience, motivating students to continue developing. Statistical analysis shows that the ARCS model has a significant effect on students' literacy skills with an F value of 29.102 and $p < 0.05$. The R Squared value of 0.355 indicates that 35.5% of the variation in students' literacy skills can be explained by the ARCS model and learning motivation. This study also affirms the flexibility of the ARCS model in various learning contexts, making it applicable in various fields of study and educational levels. This study has limitations, such as the sample size being limited to two classes, so the results may not fully represent the entire population of elementary school students. Recommendations for future research include involving more samples from various schools and educational levels to test the effectiveness of the ARCS model on a broader scale. Additionally, future studies could explore other factors influencing students' literacy skills, such as environmental factors or individual learning styles.

Acknowledgment

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