

IMPLEMENTING THE ARCS MOTIVATIONAL MODEL IN ECONOMICS EDUCATION: A CASE STUDY OF STUDENT ENGAGEMENT IN AN INDONESIAN ISLAMIC SECONDARY SCHOOL

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Abstract

This study investigates the implementation of the ARCS (Attention, Relevance, Confidence, Satisfaction) learning model in Economics instruction at MA As-Surur Silo Jember, with particular emphasis on student engagement, learning motivation, and classroom participation. The study was conducted using a qualitative case study design to explore instructional practices within the context of Islamic secondary education. Data were obtained through classroom observations, semi-structured interviews, and document analysis involving one Economics teacher and eleven students who actively participated in the learning process. The collected data were analyzed through thematic interpretation and source triangulation to ensure the credibility and depth of the findings. The findings reveal that the ARCS model contributed positively to creating a more engaging and meaningful learning environment. The attention component enhanced students' focus by introducing contextual economic issues related to daily life, while relevance strengthened conceptual understanding through connections between learning materials and students' real experiences. In addition, confidence encouraged students to participate more actively in discussions and express their ideas academically, whereas satisfaction promoted sustained learning motivation through positive reinforcement. Nevertheless, the implementation process was still constrained by limited instructional time, differences in students' academic abilities, and unequal levels of self-confidence. The study concludes that the ARCS model can function as an effective contextual pedagogical approach for fostering active and student-centered Economics learning in Islamic secondary schools.

Keywords: ARCS Instructional Model, Economics Education, Student Engagement, Motivational Learning.

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi model pembelajaran ARCS (*Attention, Relevance, Confidence, Satisfaction*) dalam pembelajaran Ekonomi di MA As-Surur Silo Jember dengan fokus pada keterlibatan belajar, motivasi, dan partisipasi peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus untuk memperoleh pemahaman mendalam mengenai praktik pembelajaran dalam konteks madrasah aliyah. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen dengan melibatkan 1 guru mata pelajaran Ekonomi dan 11 peserta didik yang dipilih berdasarkan keterlibatan langsung dalam proses pembelajaran. Analisis data dilakukan melalui pengelompokan tematik, interpretasi mendalam, dan triangulasi sumber data guna memperkuat validitas temuan. Hasil penelitian menunjukkan bahwa implementasi model ARCS berkontribusi positif terhadap peningkatan keterlibatan belajar peserta didik. Komponen attention meningkatkan perhatian siswa melalui pengaitan materi dengan persoalan ekonomi kontekstual,

relevance memperkuat pemahaman konseptual melalui pengalaman nyata, confidence mendorong keberanian akademik dalam diskusi dan penyampaian pendapat, sedangkan satisfaction menumbuhkan motivasi belajar melalui penguatan positif. Namun demikian, implementasi model masih menghadapi kendala berupa keterbatasan waktu pembelajaran, heterogenitas kemampuan akademik, dan variasi tingkat kepercayaan diri peserta didik. Penelitian ini menegaskan bahwa model ARCS dapat menjadi strategi pedagogis kontekstual untuk menciptakan pembelajaran Ekonomi yang lebih aktif, partisipatif, dan bermakna di lingkungan madrasah aliyah.

Kata Kunci: : Model Pembelajaran ARCS, Pembelajaran Ekonomi, Keterlibatan Belajar Peserta Didik, Pembelajaran Motivasional.

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INTRODUCTION

Education is fundamentally a process that is not merely oriented toward the delivery of knowledge, but also toward the formation of thinking patterns, attitudes, and skills of learners in facing real-life situations (Rivas et al., 2022). In the context of modern education, learning is understood as an interactive process that allows students to build their knowledge thru meaningful learning experiences (Akyuna et al., 2026; Buehl, 2023). Therefore, the success of learning is not only measured by how well the material can be delivered by the teacher, but also by how well the students are able to understand, connect, and apply that knowledge in their daily lives. In the subject of Economics, ideal learning does not only emphasize the mastery of theoretical concepts but also encourages students to understand various economic issues that are close to their lives, such as consumption behavior, financial management, production activities, and rational economic decision-making (Bowles & Carlin, 2020; Putri et al., 2025). The subject of Economics plays an important role in shaping students' critical thinking skills and economic literacy. Thru Economics education, students not only learn the theory of needs, scarcity, markets, or economic activities, but also learn to understand the social dynamics occurring around them (Manshoven & Gillabel, 2021; Syamsiah et al., 2025). However, Economics education at the secondary school level still faces various challenges, particularly the low active involvement of students during the learning process (Hapsari & Murniawaty, 2025). Learning that is still dominated by the lecture method often causes students to become passive, less interested in discussions, and to have difficulty connecting the material being studied with everyday life realities. This condition shows that learning requires an approach that not only conveys material but also builds students' learning motivation sustainably (Ben-Eliyahu, 2021).

The issue of learning motivation is one of the important factors in the success of education. John M. Keller explains that learning motivation is closely related to how learning is designed to capture students' attention, demonstrate the relevance of the material to their needs, foster self-confidence, and provide a satisfying learning experience (Chhabra, 2021). This approach is known thru the ARCS model, which consists of attention, relevance, confidence, and satisfaction. In Economics learning, this model becomes relevant because economic material is

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fundamentally very close to the students' lives, so if teachers can present engaging and contextual learning, student involvement in learning will significantly increase (Zhou & Zhang, 2025). On the contrary, monotonous learning has the potential to decrease students' interest in studying and cause them to view Economics as an abstract and difficult subject to understand. Based on the results of the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development in 2022, the literacy, numeracy, and problem-solving skills of students in Indonesia are still in the low category compared to the average of Organization for Economic Co-operation and Development (OECD) member countries (Alfaruqi & Nurwahidah, 2025). These conditions indicate that the learning process in educational units still requires more participatory, contextual, and student-centered strategies, so that students do not only act as recipients of information but also as active subjects in building their understanding and learning experiences. In the context of Economics learning, this challenge becomes important because the subject of Economics demands analytical skills, decision-making abilities, and an understanding of various socio-economic issues that are close to the students' lives.

At the educational institution level, similar issues are also observed in the Economics learning at MA As-Surur Silo Jember. Based on initial observations, the learning process still tends to be conventional with a dominance of teacher explanations, while student participation in discussions and expressing opinions remains relatively limited. Some students appear to lack confidence when asked to explain economic issues, are less active in question-and-answer activities, and are not yet fully able to connect the learning material with the economic realities in their surroundings. This condition shows that Economics learning requires strategies that can encourage more active student engagement, while also fostering the belief that the material being studied has real benefits in their lives (Nepal & Rogerson, 2020).

The importance of this issue to be studied is not only related to the improvement of academic learning outcomes but also to the formation of students' economic literacy skills. Economic literacy has become an important skill for the younger generation because it relates to the ability to understand economic choices, manage resources, and make wise decisions in daily life (Kustiandi et al., 2024). Effective Economics education is expected to help students understand various socio-economic issues critically and reflectively. Therefore, teaching strategies that can build students' interest, participation, and self-confidence have become an indispensable need in current educational practices (Gymnastiar, 2024).

Several previous studies have shown that the ARCS learning model has a positive impact on the learning process and outcomes. The research by Y Hanggara and IJ Zendato shows that the application of the ARCS model can improve mathematics learning outcomes and is influenced by students' learning motivation (Hanggara & Zendato, 2017). Furthermore, the study by Y Yulianti, E Murdani, and I Kusumawati found that the ARCS model significantly affects students' motivation and learning outcomes in heat material (Yulianti et al., 2019). Additionally, the research by GA Maulidah and D Kurniawan shows that the ARCS model effectively enhances students' problem-solving abilities compared to conventional learning (Maulidah et al., 2024). Based on the research results, it can be understood that the ARCS model is capable of enhancing students' motivation, learning outcomes, active engagement, and thinking skills in the learning process.

However, research on the application of the ARCS model in Economics education, particularly in the context of madrasah aliyah, is still not widely found. Most previous research has focused more on measuring the influence of the model on learning outcomes thru a quantitative approach, while studies that delve into how the model is actually applied in the learning process are still relatively limited. In addition, the characteristics of students in the madrasah environment, who come from diverse academic and social backgrounds, certainly present unique dynamics in the implementation of the learning model. This is what makes the study of the implementation of the ARCS model in Economics learning at MA As-Surur Silo Jember important to conduct.

In Economics learning, the ARCS model has strong potential to be applied because each of its components is directly related to the learning needs of the students (Rahayu et al., 2025). Students' attention can be built thru the presentation of current economic issues that are close to their lives. The relevance of the material can be strengthened by connecting economic concepts with the real-life experiences of students, such as consumption habits or buying and selling activities in their surroundings. Self-confidence can grow when students are given the opportunity to discuss, express their opinions, and actively engage in solving economic problems. Meanwhile, learning satisfaction can be created when students feel that the learning provides meaningful and beneficial experiences for their lives (Wang et al., 2025).

Based on the various descriptions, this research is conducted to gain a deeper understanding of how the ARCS learning model is applied in Economics teaching at MA As-Surur Silo Jember. This research not only aims to observe the application of the model in learning practices but also examines the factors that support or hinder its implementation. Thus, the research results are expected to contribute to the development of more active, contextual, and needs-based Economics learning strategies in the madrasah environment.

METHOD

This research uses a qualitative approach with a case study type to gain an in-depth understanding of the implementation of the ARCS (Attention, Relevance, Confidence, Satisfaction) learning model in Economics education at MA As-Surur Silo Jember. This type of research was chosen because it focuses on an in-depth study of a specific context, namely the practice of Economics learning in a particular madrasah environment, thereby allowing the researcher to understand the implementation process of the learning model in its entirety according to the actual conditions in the field. The case study approach is considered relevant in educational research because it provides space to explore learning phenomena contextually, including interactions among participants, classroom dynamics, and factors that influence the learning process (Cleland et al., 2021). The research subjects include Economics teachers and students directly involved in the learning activities, while the research object focuses on the application of the ARCS model in Economics learning at MA As-Surur Silo Jember.

Data collection was carried out thru classroom observations, semi-structured interviews, and document reviews to obtain a comprehensive picture of the implementation of learning (Eastwood et al., 2022). Observations were used to directly observe the application of ARCS components in teaching and learning activities, interviews were conducted to explore the experiences, responses, and views of both teachers and students regarding the learning process, while documents such as teaching modules, learning tools, and activity records were used as supporting data to strengthen the research findings. The collected data is analyzed in stages thru

the process of data organization, grouping findings based on main themes, interpretation of meanings, and drawing conclusions based on patterns that emerge during the research. The use of various data collection techniques in educational case studies allows researchers to gain a deeper understanding while also enhancing the accuracy of interpretations regarding the phenomena being studied (Aguas, 2022).

RESULTS AND DISCUSSION

Results

The findings of this study indicate that the implementation of the ARCS (Attention, Relevance, Confidence, Satisfaction) instructional model in Economics learning at MA As-Surur Silo Jember contributed positively to enhancing student engagement, learning motivation, and classroom participation throughout the instructional process. The study reveals that each component of the ARCS model plays an interconnected role in creating a more active, contextual, and meaningful learning environment. In addition, the research identified several supporting and inhibiting factors that influenced the effectiveness of the model's implementation in classroom practice. Overall, the findings demonstrate that the ARCS model functions not only as a motivational framework, but also as a contextual pedagogical approach capable of strengthening the quality of classroom interaction and students' learning experiences in Economics education within the Islamic secondary school context.

ARCS Model Components	Forms of Implementation in Economics Learning	Empirical Indicators Identified	Students' Responses	Implications for Learning
Attention	The teacher initiated the learning process by relating economic materials to phenomena closely connected to students' daily lives, such as pocket money management, consumption behavior, needs and wants, and simple economic activities within their surroundings. The teacher also employed triggering questions to stimulate initial	Increased student focus at the beginning of the lesson, greater involvement in initial discussions, improved responses to teacher questions, and reduced passive behavior during the learning process.	Students demonstrated higher enthusiasm, participated more actively in answering questions, and appeared to understand the learning context more easily.	Economics learning should be designed through a contextual approach to foster better student readiness from the beginning of the instructional process.

	classroom discussions.			
Relevance	The teacher connected Economics materials with students' concrete experiences, including purchasing decisions, market activities, personal financial management, and family or community economic issues.	Students were able to provide examples based on their own experiences, classroom discussions became more dynamic, and students showed improved ability to relate economic concepts to real-life situations.	Students found economic concepts easier to understand because the materials were perceived as closely related to their lives.	Economics learning becomes more effective when instructional materials are not positioned merely as theoretical concepts, but are linked to students' socio-economic realities.
Confidence	The teacher provided opportunities for students to answer questions, express opinions, participate in group discussions, and analyze simple economic problems. Reinforcement was also given to students' participation.	Increased student confidence in speaking, higher participation in discussions, and the emergence of initiative to express opinions without being directly appointed by the teacher.	Several students demonstrated significant improvement in self-confidence, although some still required additional encouragement.	Teachers need to create a learning climate that encourages academic confidence in order to promote more active participation in Economics learning.
Satisfaction	The teacher provided verbal appreciation, positive feedback, recognition of student participation, and responses that valued students' involvement in the learning process.	Increased learning enthusiasm, sustained engagement in classroom discussions, and the emergence of positive responses toward learning activities.	Students expressed a sense of satisfaction because their participation was acknowledged by the teacher.	Economics learning should incorporate positive reinforcement strategies to maintain students' learning motivation more consistently.
Supporting Factors	Teacher openness toward instructional innovation,	The learning process became more communicative,	Students tended to respond more positively when learning	The implementation of innovative learning models

	Economics materials closely related to students' daily lives, and students' enthusiasm for interactive learning activities.	discussions were more dynamic, and teacher–student interaction became increasingly interactive.	activities were not monotonous.	requires support from teachers' pedagogical readiness, instructional design, and a conducive classroom environment.
Inhibiting Factors	Differences in academic abilities, uneven levels of self-confidence, limited instructional time, and variations in students' participation levels.	Not all students consistently demonstrated active responses, and several learning activities could not be implemented optimally due to time limitations.	Some students still showed passive tendencies and required more intensive instructional approaches.	Teachers need to adjust instructional strategies to ensure that the implementation of the learning model accommodates diverse student characteristics more effectively.

Table 1. Findings on the Implementation of the ARCS Model in Economics Learning at MA As-Surur Silo Jember

Discussion

Enhancing Student Attention through Contextual Learning (Attention)

The findings of this study indicate that the *attention* component of the ARCS instructional model was implemented through contextual learning strategies that connected Economics materials with students' everyday experiences. Rather than introducing abstract economic concepts directly, the teacher initiated the learning process by relating the lesson to issues familiar to students, such as pocket money management, consumption behavior, needs and wants, and simple economic activities within their surrounding environment. This approach demonstrates that students' attention in the learning process does not emerge automatically, but is constructed through instructional experiences that are closely related to their daily lives (Arif et al., 2025). In this context, attention is not merely interpreted as temporary focus on instructional materials, but as an initial form of engagement that supports a more active and meaningful learning process (Bradbury, 2023).

These findings are consistent with the ARCS motivational framework, which positions *attention* as a fundamental element in fostering student engagement. Keller explains that students' attention can be developed through instructional strategies that stimulate curiosity and provide learning experiences relevant to learners' contexts (Keller et al., 2020). In Economics learning, the contextual strategies employed by the teacher enabled students to understand the material more easily because they could directly relate economic concepts to real-life situations.

This finding suggests that effective learning is determined not only by the clarity of instructional delivery, but also by the teacher's ability to create meaningful and engaging learning experiences (Nilson & Goodson, 2021).

The findings are further supported by previous studies emphasizing that contextual learning contributes significantly to improving students' attention, motivation, and active participation in classroom activities (Mahbubi & Sa'diyah, 2025; Sari et al., 2024). Other studies have also shown that learning contexts closely connected to students' daily experiences can strengthen both cognitive and emotional engagement during the learning process (Widayanti et al., 2025; Zhu et al., 2021). In this study, students' engagement was reflected in their increased focus, willingness to answer questions, and active participation during classroom discussions.

Based on these findings, it can be understood that the success of the *attention* component in the ARCS model lies not only in the use of attractive instructional techniques, but also in the teacher's ability to present learning experiences that are meaningful and relevant to students' lives. Economics learning becomes more effective when instructional materials are positioned as part of students' real-life experiences, allowing learning to function not merely as a process of receiving information, but also as a process of understanding life through an economic perspective.

Strengthening the Relevance of Learning Materials to Students' Real-Life Experiences (Relevance)

The findings of this study indicate that the *relevance* component of the ARCS instructional model played an important role in helping students understand Economics learning materials in a more concrete and meaningful way. The teacher connected the instructional content with students' daily experiences, such as pocket money management, purchasing decisions based on needs and wants, and simple economic activities within their surrounding environment. This approach enabled students to understand economic concepts more easily because the materials were closely related to their everyday lives. Consequently, learning was not limited to memorizing concepts, but also emphasized contextual and applicable understanding.

Within the ARCS framework, *relevance* emphasizes the importance of connecting instructional materials with students' needs, experiences, and real-life situations (Jin, 2024). Keller explains that students' learning motivation tends to increase when they perceive instructional content as meaningful and beneficial to their lives (Desai & Patwardhan, 2025). The findings of this study demonstrate that students became more actively engaged in classroom discussions when they were able to identify direct connections between economic concepts and their daily experiences. This condition suggests that the relevance of instructional materials does not merely function to attract students' attention, but also helps develop more reflective and meaningful learning awareness (Chisunum & Nwadiokwu, 2024).

These findings are consistent with previous studies showing that contextual learning can improve students' conceptual understanding and active participation in classroom activities (Maftuh et al., 2023). Other studies have also revealed that instructional materials closely related to students' lived experiences contribute to stronger cognitive engagement and deeper learning processes (Roza, 2025). In this study, students were able to provide economic examples based on their personal experiences, indicating that the learning process functioned

not only as an activity of receiving information, but also as a process of actively constructing knowledge.

Based on these findings, it can be understood that the *relevance* component of the ARCS model serves a strategic role in Economics learning because it connects academic concepts with students' real-life experiences. Learning becomes more effective when students not only understand theoretical concepts, but are also able to recognize their application in everyday life. Therefore, strengthening the relevance of instructional materials can help create Economics learning that is more active, reflective, and meaningful for students.

Increasing Students' Self-Confidence in the Learning Process (Confidence)

The findings of this study indicate that the *confidence* component of the ARCS instructional model played an important role in increasing students' confidence to participate actively in Economics learning. The improvement in self-confidence was reflected in students' willingness to engage in discussions, express their opinions, and participate in solving simple problems related to the learning materials. In this process, the teacher functioned not only as a provider of knowledge, but also as a facilitator who created a supportive and psychologically safe learning environment. As a result, students felt more comfortable participating in classroom activities without excessive fear of making mistakes. These findings suggest that academic self-confidence develops through learning experiences that provide support, opportunities, and appreciation for students' efforts.

Within the ARCS framework, *confidence* refers to students' belief in their ability to succeed in the learning process (Ma & Lee, 2021). Furthermore, self-confidence can develop when students experience gradual progress throughout their learning activities (Kholil et al., 2023). The findings of this study demonstrate that the teacher consistently provided reinforcement for students' participation, even when their responses were not entirely correct. This strategy is important because Economics learning requires not only conceptual understanding, but also the courage to think critically, express ideas, and accept feedback during the learning process.

The findings are also supported by previous studies showing that supportive learning environments contribute significantly to the development of students' academic self-confidence (Rahmawati et al., 2025). Other studies have similarly revealed that self-confidence develops more effectively when students receive emotional support, opportunities to participate, and constructive feedback (Rijnan, 2026). In this study, students' increased willingness to answer questions and express opinions indicates that self-confidence was strengthened through positive participation experiences during classroom learning.

Nevertheless, the improvement in self-confidence did not occur equally among all students. Some students demonstrated significant progress, while others still required additional encouragement to participate actively in learning activities. This condition suggests that self-confidence is influenced by individual characteristics, previous learning experiences, and students' readiness to communicate ideas openly (Fatima et al., 2020). Therefore, the implementation of the *confidence* component requires teachers to consistently create an open, supportive, and appreciative learning environment (Capp, 2020).

Based on these findings, it can be understood that the *confidence* component of the ARCS model plays a strategic role in creating more participatory and empowering Economics learning. Learning becomes more effective when students not only understand concepts, but also possess the confidence to express ideas and participate actively in the instructional process. Therefore, strengthening students' self-confidence becomes an essential element in developing Economics learning that is active, reflective, and meaningful.

Developing Learning Satisfaction through Positive Reinforcement (Satisfaction)

The findings of this study indicate that the *satisfaction* component of the ARCS instructional model contributed to the development of students' learning satisfaction through positive reinforcement during the learning process. The teacher provided appreciation in the form of verbal praise, recognition of students' participation, and positive feedback regarding their involvement in classroom discussions and learning tasks. Although these forms of reinforcement appeared simple, they had a meaningful impact on students' learning enthusiasm. This was reflected in students' increased motivation, more active participation in classroom discussions, and positive responses toward interactive learning activities. These findings suggest that learning satisfaction is not solely derived from academic achievement, but also from students' experiences of feeling appreciated throughout the instructional process.

Within the ARCS framework, *satisfaction* refers to a condition in which students gain positive learning experiences and feel that their efforts and participation are appreciated throughout the instructional process. The findings of this study indicate that positive reinforcement provided by teachers, such as verbal appreciation and constructive feedback, not only increases students' short-term learning enthusiasm, but also contributes to more sustained engagement in classroom learning (Khanum et al., 2025). In Economics learning, this condition is particularly important because the instructional process often requires analytical thinking and active participation, which may create pressure when students do not receive adequate emotional support. Recent studies have demonstrated that positive reinforcement and supportive learning environments contribute significantly to enhancing students' motivation, active participation, and emotional engagement in the learning process (Ramadhani et al., 2025). Therefore, learning satisfaction is not merely associated with academic achievement, but also with learning experiences that foster students' sense of comfort, appreciation, and motivation to remain actively engaged in learning activities.

The findings are also supported by previous studies showing that verbal appreciation and constructive feedback from teachers contribute to the improvement of students' intrinsic motivation and active classroom participation (Merdiaty & Sulistiasih, 2024). Other studies have similarly revealed that recognition of students' efforts and abilities can strengthen long-term learning engagement because students feel valued throughout the instructional process (Huang & Wang, 2023). In this study, students' increased enthusiasm after receiving positive reinforcement indicates that enjoyable learning experiences can foster stronger engagement in classroom learning.

Based on these findings, it can be understood that the *satisfaction* component of the ARCS model functions not only to enhance learning motivation, but also to shape more positive and meaningful learning experiences. Economics learning becomes more effective when teachers create a supportive classroom atmosphere, appreciate students' participation, and consistently

provide positive reinforcement. Therefore, learning satisfaction should be positioned as an essential element in developing learning environments that are active, comfortable, and student-centered.

Supporting and Inhibiting Factors in the Implementation of the ARCS Model

The findings of this study indicate that the successful implementation of the ARCS instructional model in Economics learning was influenced by various conditions emerging throughout the instructional process. The main supporting factors included teachers' openness toward interactive learning strategies, the close connection between Economics materials and students' daily lives, and students' enthusiasm for contextual and participatory learning activities. These factors contributed to the creation of a more active and communicative learning environment. In this context, the implementation of the ARCS model was strongly influenced by teachers' readiness and students' responses toward the instructional approaches applied in the classroom. Teacher readiness became an important factor because the ARCS model requires teachers not only to deliver instructional materials, but also to function as facilitators who foster students' learning motivation. This study found that teachers who were able to connect instructional materials with students' real-life experiences, encourage classroom discussions, and provide positive reinforcement could implement the ARCS model more effectively (Desai & Patwardhan, 2025). In addition, the nature of Economics materials, which are closely related to students' everyday experiences, also supported students' active involvement in the learning process.

On the other hand, this study also identified several challenges in implementing the ARCS model. Differences in students' academic abilities resulted in varying levels of understanding and participation. Variations in students' self-confidence also influenced their willingness to participate in discussions and express opinions. Furthermore, limited instructional time prevented all stages of the ARCS model from being implemented optimally in every classroom meeting. These findings suggest that learning approaches emphasizing active student participation require more flexible instructional management and classroom strategies than conventional learning approaches (Dixit et al., 2024).

The findings are consistent with previous studies showing that the implementation of innovative learning models often faces challenges related to students' diverse abilities and limitations within the learning environment (Dixit et al., 2024). Other studies have similarly emphasized that the effectiveness of active learning is strongly influenced by teacher readiness, adaptive instructional design, and effective classroom management (van Leusen et al., 2020). In this study, the challenges identified do not indicate weaknesses in the ARCS model itself, but rather highlight the importance of adapting the model to actual classroom conditions.

Based on these findings, it can be understood that the implementation of the ARCS model in Economics learning is both flexible and adaptive in nature. Its successful implementation depends not only on the instructional model itself, but also on teachers' ability to adjust instructional strategies according to students' characteristics and classroom conditions. Therefore, the ARCS model should be understood as a contextual instructional approach that supports more active, participatory, and meaningful Economics learning.

CONCLUSION

The findings of this study indicate that the implementation of the ARCS (Attention, Relevance, Confidence, Satisfaction) instructional model in Economics learning at MA As-Surur Silo Jember contributed positively to creating a more active, contextual, and student-centered learning environment. The *attention* component helped enhance students' initial focus by connecting instructional materials with their daily experiences, while *relevance* strengthened conceptual understanding through the integration of real-life contexts into the learning process. In addition, the *confidence* component provided opportunities for students to develop academic confidence through discussions and active participation, whereas *satisfaction* fostered more positive learning experiences through reinforcement and teacher appreciation. These findings demonstrate that the ARCS model functions not only as a motivational framework, but also as a pedagogical strategy capable of improving the quality of student engagement in Economics learning within the Islamic secondary school context.

The study also revealed that the effectiveness of the ARCS model was influenced by both supporting and inhibiting factors within the instructional process. Teacher openness toward instructional innovation, the close relationship between Economics materials and students' everyday lives, and students' enthusiasm toward interactive learning strengthened the implementation of the model. Conversely, differences in students' academic abilities, varying levels of self-confidence, and limited instructional time became challenges that required adaptive pedagogical strategies. The implications of this study emphasize the importance of contextual, interactive, and supportive learning environments in enhancing students' motivation and participation. Nevertheless, this study was limited to a single research setting with a relatively small number of participants and employed a qualitative approach. Therefore, future studies are recommended to involve more diverse educational contexts and broader research approaches in order to obtain a more comprehensive understanding of the effectiveness of the ARCS model in Economics learning.

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