

# Implementation of ARIAS Learning Models on Thematic Learning for Elementary School Students

Salvina Wahyu Prameswari  
 Postgraduate Elementary School  
 Teacher of Education  
 Sebelas Maret University  
 Surakarta, Indonesia  
[salvinawepe@gmail.com](mailto:salvinawepe@gmail.com)

Suharno  
 Postgraduate Elementary School  
 Teacher of Education  
 Sebelas Maret University  
 Surakarta, Indonesia  
[suharno.52@gmail.com](mailto:suharno.52@gmail.com)

Sarwanto  
 Postgraduate Elementary School  
 Teacher of Education  
 Sebelas Maret University  
 Surakarta, Indonesia  
[sar1to@yahoo.com](mailto:sar1to@yahoo.com)

**Abstract**— The purpose of this research is to describe the ARIAS learning model in thematic learning for elementary school students. The application of innovative learning models in student learning process are very important. The fact that there are many teachers who still do not understand how to optimize the learning process makes it application more important. ARIAS learning model invites students to learn in a fun way by relating the learning process with their daily life. By relating the learning substance with students' daily life, it will give them more confidence and easy way to understand that the material they learn in school is useful for their daily life. This research use a qualitative descriptive research methods. The subjects are 34 students in fifth grade of elementary school, consist of 18 male students and 16 female students. This research uses observation, interviews, and documentation to collect the data, and interactive analysis method to analyze the data. The result of this reserach is that the application of ARIAS learning models (Assurance, Relevance, Interest, Assessment, Satisfaction) to thematic learning for elementary schools can increase student motivation development and provide students with a pleasant learning experiences. So students feel easier to understand learning material.

**Keywords**— ARIAS, learning models, thematic learning.

## I. INTRODUCTION

Thematic learning is one of holistic learning approach. Holistic learning contains two objectives, to produce meaningful learning that maximizes the left brain that is achieved through the development of academic and technical skills, and meaningful learning using the right brain through social development and value skills [1]. The main element of holistic learning is the connection between experience and reality and the learning in harmony with nature [2]. This learning is compatible with the characteristics of low-grade students who are still in the concrete operational stage. In the learning process students are directed to be involved with the surrounding environment, by the way of seeing, touching, feeling, smelling, and listening or learning that involves all five senses of the students, to make the learning is more meaningful.

Thematic learning is a learning program that starts from a particular theme / topic which is then linked to other subjects [3]. Thematic learning contains five subjects consisting of Indonesian, Civics, Natural Sciences, Social Sciences, and

SBdP. In one theme there are four sub-themes, in each sub-theme has six lessons.

Thematic learning use a student center approach where students are required to be active in learning activities. The task of the teacher in the classroom is only as a facilitator in facilitating learning activities. Student activity in learning activities also assessed. But in reality the teacher still can't be separated from the *teacher center* method. This is proven by the result of the observation that teachers have not applied a variety of learning models in the classroom. Teachers are also lacking in relating the learning objects with students' daily life. It can affect the students' interest in taking part in learning.

The results of the interview with students show that they feel less enthusiastic of participating in learning because the teacher has not invited students to do fun activities to increase student interest in learning.

ARIAS learning model has 5 main aspects [4]: Assurance (confidence), Relevance (according to student's life), Interest (student's interests and give attention), Assessment (evaluation), and Satisfaction (strengthening). The five components of the learning model are at the same time the steps in the ARIAS learning model.

The step of implementing the learning model of ARIAS learning is intend to gain the students confidence in themselves first and then learning will be directed to things that are directly related to students' lives to attract students' interest and attention to learning. If students are interested and give attention to the lesson, the learning process will run well. In addition to paying attention to students' interests, student experiences, reinforcement and self-confidence, this learning model also pay attention to the final results of the learning process. This is indicated by the assessment phase at the end of the activity step so that the teacher and students are able to know the material that has been convey and understand by students. As well as there is a phase of satisfaction that is strengthening which means that students continue to be motivated to learn.

## II. LITERATURE REVIEW

Optimal learning is required to use the right learning model. The learning model will facilitate students in receiving and understanding the learning material provided by the teacher. The teacher use the learning model in teaching

and learning activities to achieve predetermined learning goals.

According to [5] the learning model is a plan or pattern that we can use to design face-to-face learning in the classroom or in the tutorial setting and in shaping learning materials - including books, films, ribbons tapes, and computer media programs, and curriculum (a series of long-term studies).

ARIAS is a modification of the ARCS learning model which initially consisted of four components namely Attention, Relevance, Confidence and Satisfaction. ARCS learning model is developed based on expectancy value theory which contains two components, namely the value of the goals to be achieved and expectations (expectancy). In the ARCS learning model there is no assessment or evaluation component in it. Sopah in the journal *Development and Use of ARIAS Learning Models* states that assessment is an important aspect of knowing success in learning activities. DeCecco in [6] states that evaluation is carried out to determine the progress achieved or the learning outcomes obtained by students. Evaluation is not only carried out at the end of learning activities but needs to be carried out during the activity process. Considering the importance of assessment aspects in learning, he made the development by incorporating aspects of assessment into the ARCS component.

After the modifications made, the substance of learning model contains five components, namely: attention (interest), relevance (confidence), confidence (confidence), satisfaction (strengthening) and assessment (evaluation). Modifications are also made by changing the name of confidence into assurance and attention to be an interest. Renaming confidence becomes assurance because the meaning of the word assurance is the same as the word of self confidence. So that the learning activities not only believe students will be able and successful, but also very important to instill students' confidence that they can do it and able to succeed.

Also changing the word attention becomes an interest, because in the word of interest (interest), there is an understanding of attention aspect. In other words, it is not just to attract students' interest at the beginning of the activity but to maintain that interest during the learning activities. [6] mentions the meaning of this modification is the first attempt at learning activities that is to instill a sense of confidence or trust in students. Learning activities have relevance to the students life and then an evaluation and growing sense of pride in students made by providing reinforcement. Through the modifications that occur, the ARIAS learning model is created with components of Assurance, Relevance, Interest, Assessment and Satisfaction.

### **Components of the ARIAS Learning Model**

#### 1) Assurance

This component has a relationship with trust, being sure to succeed or related to expectations or success. A confident attitude possessed by an individual will encourage them to spur himself in achieving a success. Attitude of confidence and belief they will be success need to be instilled in students so they feel motivated to strive optimally in achieving success.

Some methods that can be used to influence students' self-confidence are [6]:

- a) Helping students realize their own strengths and weaknesses and instilling in students a positive picture of themselves.
- b) Using a standard or standard that allows students to achieve success.
- c) Give a difficult task but realistic enough to be completed or according to the ability of students.
- d) Provide opportunities for students independently in learning and training a skill.

#### 2) Relevance

Relevance is a component in ARIAS learning models that relate to student life. Relevance makes students feel that the learning activities they follow have value, are useful and useful for their life. Students will be encouraged to learn something if what they are going to learn is relevant to their life and has clear goals.

The ways that can be done to develop the component of relevance [6] are as follows:

- a) Express the objectives to be achieved.
- b) Expressing the benefits of lessons for students' lives both for the present and for various future activities.
- c) Using clear language or examples that are related to the real experiences of students.

#### 3) Interest

Interest or attention is one component that plays a role in the ARIAS learning model. The students' interest or attention to the process of teaching and learning activities allows students to be more interested and motivated to conduct learning activities well. According to [7] interest is a person's tendency towards something object, usually accompanied by a feeling of pleasure because they feel there is an interest in something.

Several ways that can be used to arouse and maintain the interest / attention of students [6] include:

- a) Using stories, analogies, something new, showing something else / strange that is different from usual in learning.
- b) Give students opportunities for self-actualization.
- c) Conduct variations in learning activities.
- d) Conduct nonverbal communication in learning activities such as demonstrations and simulations.

#### 4) Assessment

The fourth component of the ARIAS learning model is a key part of learning that provides benefits for both teachers and students. For teachers, assessment is a tool that can be used to determine the success of mastering the material in students, to find out the accuracy of the material and learning methods that have been taught to students. As with the benefits of assessment for teachers, the benefits for students with the assessment is to find out the success of students in

following the lessons given by the teacher [8]. Self-evaluation is carried out by students towards themselves and their friends. This will encourage students to optimize their learning more so that they get satisfying results.

Some ways that can be used to carry out evaluation activities [6] include:

- a) Conduct evaluation and provide feedback on student performance.
  - b) Provide an objective and fair evaluation and immediately inform the results of the evaluation to students.
  - c) Give students the opportunity to conduct an evaluation of themselves and friends
- 5) Satisfaction

Satisfaction relates to pride and satisfaction with the results achieved. On satisfaction theory is reinforcement. Students who have succeeded in doing or achieving something feel proud or satisfied with the success. Success and pride become reinforcement for these students to achieve the next success.

Some ways that can be done to increase pride in students [6] are as follows:

- a) Give reinforcement which is appropriate for students who have tried maximally both verbally and nonverbally.
- b) Give students the opportunity to apply new knowledge or skills acquired in real situations or simulations.
- c) Showing great attention to students, so that they feel recognized and valued by the teachers.
- d) Give students the opportunity to help their friends who have difficulties or need help.

Learning objectives according to the ARIAS model are to help students realize that each individual has advantages and disadvantages and instills a positive picture of students towards themselves. Using a standard that can enable students to achieve success are also learning objectives according to the ARIAS model. ARIAS learning model is also able to train student independence and student skills. Evaluation in the ARIAS learning model is also able to provide feedback on student performance and provide opportunities for students to know the extent of the abilities acquired during the learning process. Another goal with the application of the ARIAS learning model is to provide variation in learning, provide reinforcement to students both verbally and non-verbally, and provide attention to students so that students feel valued [10].

#### **Advantages and Weaknesses of ARIAS Learning Model**

In its application according to Umroh (2013: 16-17) ARIAS learning models have advantages and disadvantages, while the advantages of this learning model are: (1) Can be combined with a variety of strategies, methods, approaches and learning media; (2) There is relevance to students' daily lives; (3) Instill confidence in students so that students are encouraged to succeed; (4) Students are challenged to continue to improve themselves; (5) Helping students understand the subject matter. The weaknesses of the application of the ARIAS model are: (1) Not all students can

be moved to be active in learning activities; (2) Requires teacher's ability to communicate persuasively to students.

### **III. RESEARCH METHODS**

The form of this research is descriptive qualitative research. Qualitative research methods according to [9] qualitative research is the process of capturing information and the actual conditions in the life of an object that is linked to solving a problem both from a theoretical and practical point of view. Data collection techniques use interviews and observations to obtain data about learning models needed by teachers and students, syllabus, and lesson plans used by teachers. The data is collected and then reduced, analyzed, and mitigated so that it gets a description of the research results. The two teachers grade ten students.

### **IV. RESULTS AND DISCUSSION**

#### *A. Result*

Based on the results of observations and interviews with teachers and students it can be concluded that the use of ARIAS learning models could support thematic learning in the classroom. Because in the ARIAS learning model students are invited to be directly involved in learning and the teacher always adds motivations so that students are enthusiastic in following the learning process. This is proven by the results of classroom observations while applying the ARIAS learning model, students become enthusiastic and active. The association of learning material with students' daily life is also very helpful for students in understanding the material. In effort to attract students' interest, it use interesting learning media around the school environment. Sometimes the teacher also invites students to see learning videos using the LCD provided. And it can be seen from the results, the increasing evaluation of learning, by applying the ARIAS learning model. Student satisfaction in learning can also be seen from the awarding at the end of each learning process. This is expect to be able to maintain students' enthusiasm for further learning.

Based on student interviews after applying the ARIAS learning model, students feel very happy with a fun learning situation. Students find it easier to understand learning material. Fun learning situations are very helpful for students in understanding learning material. The material that students get will also remain longer in the minds of students.

#### *B. Discussion*

ARIAS learning model contains assurance, relevance, interest, assessment and satisfaction aspects. It can be seen that in the ARIAS learning model, assurance and student interest are very important to note. This affects the long-term and short-term learning spirit of students. Furthermore, the association of learning material with students' daily life is expect to facilitate students in understanding learning material. assessment aims to find out how far students understand learning material and become a reference for further learning. At the end of learning, students are instilled with satisfaction over their efforts in the learning process. With a sense of satisfaction implanted by the teacher,

students feel proud of their work and motivated to maintain their enthusiasm for further learning.

The obstacles experienced by researchers during implementing the ARIAS learning model is that the time used for the learning process is still lacking. However, to reconcile it, the researcher compacts the learning activities so the material received by the students can be maximized and conditions students so they will truly ready to do learning activities. This ARIAS learning model is suitable for application in high and low grade elementary schools.

#### V. CONCLUSION

Based on the results of the study it can be concluded that applying the ARIAS learning model in thematic learning creates pleasant learning conditions and helps students in understanding learning material. By applying the ARIAS learning model students will experience a fun learning process. With enjoyable learning students will better understand the material for a long time. In relation to thematic learning, the application of the ARIAS learning model is in accordance with thematic learning where students are invited to be actively involved in the learning process.

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