



Universitas Muhammadiyah Malang, East Java, Indonesia

## Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.7 No.1 April 2024, pp. 25-40



<https://doi.org/10.22219/jiz.v7i1.30823>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



[izdihar.jurnalpba@umm.ac.id](mailto:izdihar.jurnalpba@umm.ac.id)

### The Analysis of Experiential Learning Method of Dale's Cone Experience Model in Improving the Effectiveness of Arabic Language Learning

Cecep Sobar Rochmat<sup>a,1</sup>, Amalia Nur Afasa Amalia<sup>\*a,2</sup>, Abdul Hafidz bin Zaid<sup>a,3</sup>, Moh Alwi Yusron<sup>a,4</sup>, Sania Karimah Liputo<sup>b,5</sup>

<sup>a</sup>Universitas Darussalam Gontor, Indonesia

<sup>b</sup>Al-Qasimia University, United Arab Emirates

<sup>1</sup>[cecep.rochmat@unida.gontor.ac.id](mailto:cecep.rochmat@unida.gontor.ac.id), <sup>2</sup>[amalianurafasa47@student.pba.unida.gontor](mailto:amalianurafasa47@student.pba.unida.gontor)\*

<sup>3</sup>[abuafadh@unida.gontor.ac.id](mailto:abuafadh@unida.gontor.ac.id), <sup>4</sup>[alwiyusron@unida.gontor.ac.id](mailto:alwiyusron@unida.gontor.ac.id), <sup>5</sup>[q19226005@alqasimia.ac.ae](mailto:q19226005@alqasimia.ac.ae)

#### ARTICLE INFO

##### Article History:

Received: 11/12/2023

Revised: 29/02/2024

Accepted: 30/04/2024

Published: 30/04/2024

##### \*Corresponding

##### Author:

Name:

**Amalia Nur Afasa Amalia**

Email:

[amalianurafasa47@student.pba.unida.gontor](mailto:amalianurafasa47@student.pba.unida.gontor)

#### ABSTRACT

This study purposed to analyze the effectiveness of the Arabic language learning model based on Edgar Dale's cone of experience theory. The method used library research by taking books, journals, and documents. The result of this research is that Arabic language learning with an experiential learning model, according to Edgar Dale's cone of experience, is effective learning and can help to develop Arabic language learning that is focused and empowers students to master it. Learning Arabic through this model is also very effective for teaching Arabic as a means of communication. Experiential learning and Edgar Dale's cone of experience theory have a strong fit in the context of Arabic language learning. Dale's cone of experience theory illustrates different levels of student participation and involvement in learning, ranging from concrete experience to abstract conceptualization. According to Dale, direct and interactive experiences promote more effective learning, which is consistent with the experiential learning approach. In experiential Arabic learning, students engage in direct experience by speaking, listening, reading and writing in Arabic, which is the first step in the cone of experience.

Copyright © 2024, Rochmat et al

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



#### Keyword

Arabic learning effectiveness; Dale's Cone Experience; Experiential learning; Learning model; Soft skills

#### مستخلص البحث

تمّ دعم هذا النموذج أيضاً من خلال نظرية Edgar Dale عن المخروطية للخبرة، والتي تفترض أنّ تحسين نتائج تعلّم الطلاب، يتمّ باستخدام المعلمين والطلاب أنواع التجربة بأكملها. ومع ذلك، فإنّ العديد من المؤسسات التعليمية تغفل عنها. فالغرض من هذه الدراسة هو تحليل فعالية نموذج تعلّم اللغة العربية استناداً إلى نظرية Edgar Dale عن المخروطية للخبرة. الطريقة التي سيتمّ استخدامها هي بحث مكتبي وهي بأخذ الكتب والمجلات والوثائق. فنتيجة هذه الدراسة هي أنّ تعلّم اللغة العربية مع نموذج التعلّم التجريبي وفقاً لـ المخروطية للخبرة Edgar Dale هو تعلّم فعّال ويمكن أن يساعد في تطوير تعلّم اللغة العربية الذي يركّز ويمكن الطلاب من إتقانه. تعلّم اللغة العربية من خلال هذا النموذج هو أيضاً فعّال جداً لتعليم اللغة العربية كوسيلة للاتصال.

فعالية تعلّم اللغة العربية؛ نظرية Edgar Dale المخروطية للخبرة؛ التعلّم التجريبي؛ نموذج التعلّم؛ المهارات الناعمة

كلمات أساسية

Please cite this article as Rochmat, C.S., Amalia, A.N.A., Zaid, A.H., Yusron, M.A., and Liputo, S.K. (2024). The Analysis of Experiential Learning Method of Dale's Cone Experience Model in Improving the Effectiveness of Arabic Language Learning. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 7(1), 25-40. DOI: <https://doi.org/10.22219/jiz.v7i1.30823>

## INTRODUCTION

Arabic language has become the official language of the United Nations since December 18, 1973 (Badruddin, 2016). According to Wafa Kamil quoted from Ubaid Ridha and Muhsin Muis, reviewing the number of native speakers, Arabic ranks fifth out of 20 languages in the world (Muis, 2020). Various countries on the Arabian Peninsula, the southwestern part of the Asian continent, use Arabic as an official language, including Algeria, Iraq, Lebanon, Libya, Morocco, Egypt, Saudi Arabia, Sudan, Syria, Tunisia, Jordan, and other countries (Lintang, 2023). In addition, in terms of language use, Arabic is used in many fields such as science, politics, economics, and others (Pane, 2018). These facts prove that Arabic is the language of communication between people. By these point of view, Arabic language cannot be separated from the speculation that language as a means of communication between humans.

To support this fact, it is necessary to learn Arabic with a communicative approach. In this approach, Arabic language learning is directed at improving the ability and skills in communication, both orally and in writing (Agung, 2020; Tur'aeni, 2019). In this case, one of the learning models that can help students to communicate actively while learning Arabic is experiential learning, or experience-based learning. This is because effective experiential learning will affect the way of thinking, attitudes, values, perceptions, and behavior of students. In addition, learning Arabic through experiential learning is active learning (Anggreni, 2020). Therefore, experiential learning can really help learning Arabic as a means of communication.

However, many Arabic-language education institutions ignore experiential learning. For example, some educational institutions prioritize teaching grammar and vocabulary in learning Arabic. In fact, in general, students who learn Arabic with this method cannot use the language they learn in communication (Syuhudi, 2016). Another fact is that learning Arabic by memorizing vocabulary also does not help students to practice speaking Arabic (Haron, 2013). Whereas, experiential learning is also an assertion in the professional development of teachers (Helate et al., 2022). Thus, the topic of this study will be experiential learning.

Experience is the primary source of learning, which makes this research crucial (Rosidin, 2014). According to Stern, in Huda (1987) cited by Ahmad Muradi, the language learning process is more effective if the language is taught through direct communication in the target language (Muradi, 2014). Regarding this, Edgar Dale's cone of experience theory supports it by showing that direct experience is the most concrete experience in the learning process (Sary, 2019). However, in his theory, Dale did not only favor direct experience as a learning medium but dismissed other experiences (Jackson, 2016; Molenda, 2003).

Therefore, in this research, the author will review the application of experiential learning in Arabic language learning based on Edgar Dale's cone of experience theory.

The experience model, which serves as the primary learning medium and enables students to actively communicate in Arabic, is the subject of this study. Students will polish their linguistic abilities as a result. With the help of this model, educators can set up scenarios that inspire students to engage in active and imaginative learning. As a result, this approach supports students in becoming proficient communicators in Arabic.

In the previous studies on experiential learning, it was said that the learning model could improve learning outcomes. Even Argissto Bintang in his research concluded that experiential learning also improves teachers' skills in teaching (Bintang et al., 2017). In addition, Syukur Saud also proved that the experiential learning model can be a learning solution to improve students' foreign language speaking skills (Saud et al., 2018). Another study on Edgar Dale's cone of experience theory, applied in Physics learning, could raise students' scores in the material (Syamsidar et al., 2018). However, there is no study that discusses the analysis of the experiential learning model according to Edgar Dale's experience in streamlining Arabic language learning.

The purpose of this research is that the author will discuss the theory and analyze the experiential learning model. Then, this study's goal is for the author to analyze the experiential learning model and talk about the theory. So that this research can help observers and teachers of Arabic carry out their learning by utilizing experiential learning as a support for learning.

## METHOD

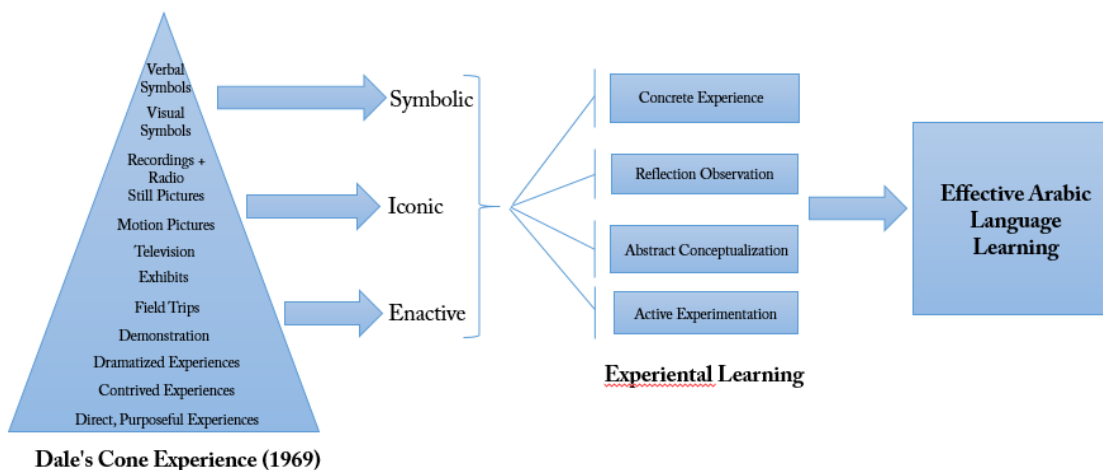
This research uses library research. Library research is a type of research that utilizes books, journals, and documents (Fatha Pringgar & Sujatmiko, 2020). Rita Kumala Sari reinforces this statement by quoting Sarwono's (2006) statement that library research is a study that builds a theoretical foundation on research topics by studying various reference books. A special characteristic of library research is that it is based on data in the form of texts presented, not field data or events (Sari, 2021). Instead, it relies on written texts that are relevant to the research.

Thus, the method is to gather data from books, journals, papers, and other research-related materials. The author analyzes the experiential learning model considering Edgar Dale's strategy for improving Arabic language proficiency using a range of data sources. The data generated is derived from descriptive data that

is narratively presented. The information is derived from the literature that has been analyzed and interpreted in relation to the research topic. The researcher can use it to investigate research-related subjects.

## RESULTS & DISCUSSION

Arabic language learning by using experiential learning model can increase its effectiveness (Syaifullah et al., 2021). This is because learning combines several stages, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of Arabic language learning, students will be directly involved in the learning process. This model is relevant to Edgar Dale's cone of experience theory, which says that learning will be effective by combining various types of experiences based on direct experience or concrete experience.

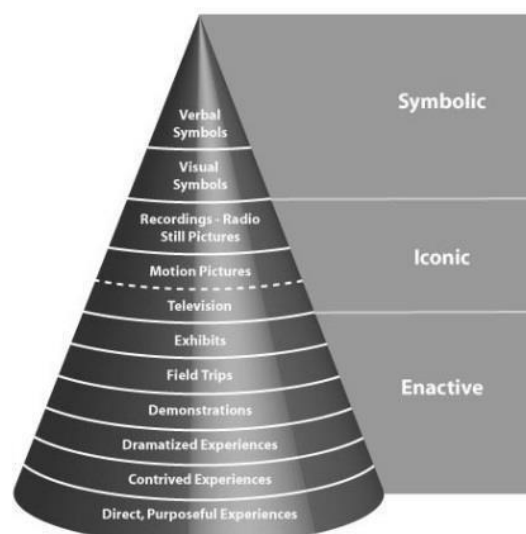


**Image 1.** Analysis of Experiential Learning Method of Dale's Cone Experience Model in increasing the Effectiveness of Arabic Language Learning

Edgar Dale developed the cone of experience theory in 1946 (Sary, 2019). He was an American scientist born in Benso, Minnesota, on April 27, 1900. Dale died in Colombus, Ohio, on March 8, 1985, at the age of 85 (Nasrullah et al., 2021). During his lifetime, Edgar Dale has been recognized as an expert in educational and teaching media (Jackson, 2016; Nasrullah et al., 2021). His theory regarding the cone of experience was written in the book *Audiovisual Methods in Teaching* in 1946 (Sary, 2019). His work is considered to be a very influential conceptual scheme. Even according to Dwyer (1978), cited by Michael Molenda, Dale is recognized as one of the thinkers who inspired the visual education movement (Molenda, 2003). In the book, Dale discusses successively the impact of media in learning that provides learning experiences to learners.

Dale's cone of experience is a visual tool that summarizes his classification for learning media from various experiences (Molenda, 2003). Dale classifies experiences simply as follows: direct experience, created experience, dramatic participation, demonstrations, field trips, exhibitions, moving pictures, radio recordings with pictures, visual symbols, and verbal symbols (Sary, 2019). This theory states that learning activities that involve direct experience will make students' knowledge acquisition greater (Hamdu et al., 2015). Where direct experience or concrete experience is hypothesized to provide in-depth knowledge to students (Jackson, 2016). Furthermore, students strengthen their knowledge by observing the surrounding world and arrive at the highest ability to understand symbols (Hamdu et al., 2015). In short, this theory is not a theory that only favors direct experience as a medium of learning and dismisses other experiences (Jackson, 2016; Molenda, 2003). However, to improve student learning outcomes, teachers and students must use all available experiences. Moreover, experiential learning is a complex relational process that involves balancing attention to the learner and to the subject matter while also balancing reflection on the deep meaning of ideas with the skill of applying them (A. Y. Kolb et al., 2014).

In 1969, Dale revised his concept of experience by integrating Bruner's 1966 psychological theory (Sary, 2019). Bruner discussed three types of learning modes in his theory: direct experience (enactive), pictorial experience (iconic), and abstract experience (symbolic) (Nasrullah et al., 2021). In the direct experience phase, students learn new things directly by practicing them. Then, in the iconic phase, students learn something by utilizing images. Until students can understand symbols in the abstract experience phase. Here is Edgar Dale's cone of experience, which he combined with Bruner's theory (Sary, 2019):

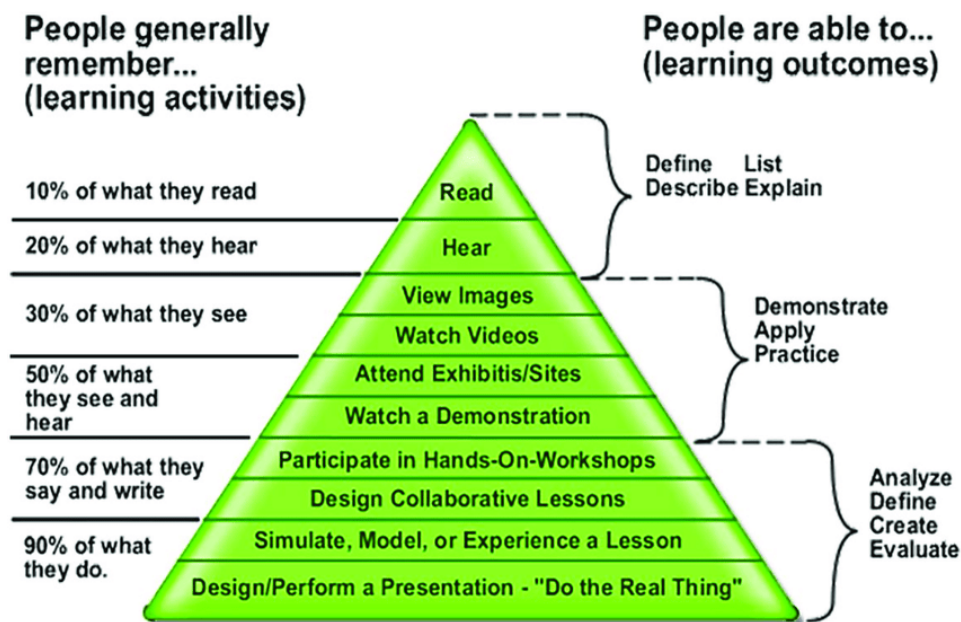


**Image 2.** Edgar Dale's Cone of Experience (1969)

Please cite this article as Rochmat, C.S., Amalia, A.N.A., Zaid, A.H., Yusron, M.A., and Liputo, S.K. (2024). The Analysis of Experiential Learning Method of Dale's Cone Experience Model in Improving the Effectiveness of Arabic Language Learning. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 7(1), 25-40. DOI: <https://doi.org/10.22219/jiz.v7i1.30823>



However, his ideas in the cone of experience were developed and summarized into conclusions that were never related to his published writing (Jackson, 2016): Presented by Pusvyta Sary, from Thalheimer's search, D. G. Treichler -an employee of Mobil Oil Company- united Dale's concept with a graph that claims several percentages that show the amount of information remembered by a student in the learning process (Sary, 2019). According to Sjöström & Forsberg (2001), another misconception of Dale's theory is that people remember fifty percent of what they see and hear, thirty percent of what they see, twenty percent of what they hear, and ten percent of what they read (Subramony, 2003): With the internet and rapid advances in information and communication technology, Edgar Dale's cone of experience is spreading rapidly. Even faulty work has been found in various languages (Sary, 2019). Here is an example of a misinterpreted cone of experience (Rahmawati, 2021).



**Image 3.** Edgar Dale's misinterpreted Cone of Experience

Whereas Dale's academic work aimed to find ways of combining different types of concrete learning experiences with higher student motivation and engagement, his never-comparing ways of experiencing in a numerical context does not diminish the descriptive power of the original concept of learning experiences. In summary, the cone of experience theory is essentially a visual metaphor for the idea that learning activities can be placed in broad categories based on the extent to which they convey concrete or abstract information or experiences.

## **Experiential Learning Model in Arabic Language Learning**

The process of retrieving and transforming experiences to produce knowledge is known as experiential learning. This approach emphasizes the human ability to reconstruct and interpret experiences (Syaifullah et al., 2021). According to John Dewey, cited by Tria Wulandari, learning can be developed through previous experiences to then be able to improve subsequent abilities (Wulandari, 2020). Regarding experience, Dewey also added that experience is a source of knowledge because it shapes how humans think so that they can act wisely (T. Saiful Akbar, 2015). This opinion is also corroborated by David Kolb's idea, which emphasizes that experiential learning means that experience plays an important role in learning. According to him, learning through experiential learning is practiced by gaining and transforming experience. That is what distinguishes it from cognitive learning or behaviorism (Anggreni, 2020; McCarthy, 2010). This statement states that experience plays a big part in learning.

The most widely used experiential learning approach is David Kolb's experiential learning model. His approach is a holistic adaptive process in learning that combines experience, perception, cognition, and behavior (McCarthy, 2010). The stages of the approach are concrete experience, reflective observation, abstract conceptualization, and active experimentation. Students should be able to participate in new experiences freely, openly, and without bias at the concrete experience stage. Furthermore, students should be able to reflect on and consider their experiences from various points of view during reflective observation. Students should have the ability to create ideas that incorporate what they see into an acceptable theory in the third stage, abstract conceptualization. Active experimentation -or active experimentation- is the final stage. Students should be able to use these theories to make decisions to solve problems (A. Y. Kolb & Kolb, 2004; D. A. Kolb & Plovnick, 1974). With these stages, David Kolb's experiential learning model is the most commonly used learning approach.

## **Effectiveness of Experiential Learning Method of Dale's Cone Experience Model in Arabic Language Learning**

In the practice of experiential learning in Arabic, concrete experience begins with providing Arabic vocabulary as the initial capital for communicating with Arabic. Learning Arabic vocabulary can be done by using the direct method -by saying the vocabulary together-, using miniature objects from the vocabulary, or by playing videos of Arabic conversations so that students can understand the application of vocabulary directly and express their experiences (Naqvi, 2012; Umroh, 2022). In other themes, Arabic language learning that provides concrete

experiences for students can utilize miniature environments that are in accordance with the theme. For example, Arabic language learning related to banking can utilize miniature banks directly (Mulu et al., 2022). Arif Widodo's development research on learning Arabic through discovery learning (observing and experimenting to help students find a concept) (Arif Widodo et al., 2021). Activities for vocabulary building, conversation (muhadatsah), and speaking practice in Arabic (Rochmat et al., 2022) can also be done at this basic stage. This stage will provide students with concrete experiences in learning Arabic.

Next is the reflective observation stage. This stage in Arabic language learning can be started by making examples of Arabic conversation texts with my peers or by making example sentences in Arabic (Umroh, 2022). Conversely, learning can also be done using the inductive method, where the teacher gives examples of the rules and then explains them. Then students look for the meanings of sentences or examples of rules that they do not understand in the book (Rozak, 2018). Another method, as stated by Jaziela Huwaida, in her research on the book *Ayo Belajar Bahasa Arab*, is that Arabic learning exercises such as matching words, discussing or dialoguing with the teacher, and grouping Arabic words can also help students practice the lessons they have learned before (Huwaida et al., 2023). With this pattern, it is expected that students can apply their previous practical experience.

In the abstract conceptualization phase, Arabic learning can be done with videoscribe media, which is software to create whiteboard animations automatically. The media is able to attract students' attention during teaching and learning activities so that the message or learning can be conveyed. In addition, videoscribe can also clarify abstract things and provide a more realistic explanation (Hasan & Baroroh, 2019). The research shows the role of visual media in Arabic language learning. The role of visual media in this stage is corroborated by the results of Kurniawan Hamidi's research on the use of interactive animated videos as a medium for learning speaking skills. The results show that the media is very good for training students in speaking skills (Hamidi et al., 2023).

The level of active experimentation, which is the highest phase in Arabic language learning, can be practiced with the debate method. This is because the debate method is one of the methods that improve learners' abilities in the context of active speaking (Ninoersy & Akmal, 2020). Speaking actively in Arabic reflects their understanding of the language. In addition, learning Arabic using an articulate storyline can also be a measure of students' understanding of what they are learning. The articulate story line is implemented by giving illustrated quizzes to students. Apart from that, according to Hossam Elsherbiny that drama



project also an effective way of consolidating learners' oral skill (Elsherbiny, n.d.). So does the media with storytelling or digital storytelling (Dalim et al., 2019; Sabry, 2015). The media increases students' enthusiasm in the classroom and makes learning more fun (Fitri Sukmarini et al., 2021). Furthermore, practicing the language in everyday activities can also enable students to use the language spontaneously while focusing on what can be taught and improved (Alsubhi et al., 2023). With it, students' ability to communicate in Arabic will be observed.

<b>Experiential Learning Approaches</b>	<b>Arabic Language Learning Methods</b>
Concrete Experience	Learning Arabic by using the direct method
	Playing videos of Arabic conversations
	Utilizing miniature environments
	Learning Arabic by discovery learning
	Speaking practice
Reflective Observation	Making examples of Arabic conversation texts
	Learning Arabic using the inductive method
	Learning Arabic by discussion and dialogue
Abstract Conceptualization	Learning Arabic by using animation software
	Learning Arabic by visual media
Active Experimentation	Learning Arabic by practice
	Learning Arabic by debate
	Learning Arabic by telling story
	Learning Arabic by short drama

Table 1. Arabic Learning Methods by Experiential Learning Approaches

Experiential learning and Edgar Dale's cone of experience theory have a strong fit in the context of Arabic language learning. Dale's cone of experience theory illustrates different levels of student participation and involvement in learning, ranging from concrete experience to abstract conceptualization. According to Dale, direct and interactive experiences promote more effective learning, which is consistent with the experiential learning approach. In experiential Arabic learning, students engage in direct experience by speaking, listening, reading and writing in Arabic, which is the first step in the cone of experience. This step will make it easier for students to learn the language

(Rochmat et al., 2021): Through this direct experience, students build a deeper understanding of the language structure, vocabulary, and social context in which Arabic is used. Then students can build abstract conceptions and generalize their understanding through reflection, discussion, and further practice. By combining the concept of experiential learning and Edgar Dale's concept of experience theory, Arabic language learning becomes more focused, meaningful, and effective for students.

The application of Dale's cone experience model of experiential learning in Arabic language learning has proven to be very effective. This model focuses on hands-on experience as the main method of learning, allowing students to actively engage in the use of Arabic in real-life situations. Starting with concrete experiences such as speaking in daily conversations, listening to stories, reading Arabic texts, and writing messages or compositions, students can practice and refine their language skills. These hands-on experiences help students feel and understand the Arabic language to be used, improve vocabulary acquisition, correct grammar, and enrich language structures. In the context of Arabic language learning, this model allows teachers to create situations that motivate students to interact and use Arabic creatively, resulting in deeper understanding and better communication skills. Thus, Dale's cone experience model of experiential learning helps to create Arabic language learning that is focused, relevant, and empowers students to master this language.

## CONCLUSIONS

The conclusion of this study is that Edgar Dale's cone of experience theory is a visualization of learning media that summarizes and classifies various experiences as learning media. Direct or concrete experience is the basic experience that will provide deep understanding to students. However, the existence of this theory does not mean siding with these experiences and dismissing other experiences. According to this theory, teachers and students must use all existing experiences. The learning model that is in line with this theory is experiential learning. In this learning, the stages that must be carried out are concrete experience, reflective observation, abstract conceptualization, and active experimentation. In practice in Arabic language learning, experiential learning can be done with many activities, such as vocabulary learning by utilizing the environment, practicing making example sentences and conversations, discussing, or debating practices. The result is that Dale's cone experience model of experiential learning helps to create Arabic language learning that is focused, interesting, and empowers students to master it. This model is also very effective in teaching Arabic as a means of communication.

## ACKNOWLEDGMENT

We thank Allah SWT who has shown all the ways to complete this research. A thousand thanks to all parties who have participated in this writing. The researchers acknowledge that this research has shortcomings, but hopefully it can be perfected in the future. May it be useful for anyone who is trying to learn Arabic effectively. Hopefully, this research can be further developed by subsequent researchers to explore the impact of experiential learning on the retention and usage of the Arabic language in general and specific contexts.

## BIBLIOGRAPHY

Agung, N. (2020). Peningkatan Kemampuan Debat Bahasa Arab Mahasiswa melalui Metode Suggestopedia. *NASKHI*, 2(1), 19–29. <https://doi.org/https://doi.org/10.47435/naskhi.v2i1.288>

Alsubhi, A., Mohamed Adnan, M. A. Bin, Yusof, A. bin, awae, F., & Abuhasna, H. (2023). Unlocking the Future of Arabic languages teaching: Exploring Communicative Language Teaching Methodology. *International Journal of Academic Research in Business and Social Sciences*, 13(10), 1603–1626. <https://doi.org/10.6007/ijarbss/v13-i10/19015>

Anggreni, A. (2020). Experiential Learning (Pembelajaran Berbasis Mengalami). *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(2), 186. <https://doi.org/10.30736/atl.v1i2.86>

Badruddin, U. (2016). *Bisa Bahasa Arab Bukan Hanya Mimpi*. Tartil Institute.

Bintang, A., Pradana, A., & Fidian, A. (2017). Experiential Learning pada Pembelajaran Kosakata Bahasa Inggris. *University Research Colloquium 2017*, 1(1), 297–302. <https://journal.unimma.ac.id/index.php/urecol/article/view/1605/721>

Dalim, S. F., Azliza, N. Z. M., Ibrahim, N., Zulkipli, Z. A., & Yusof, M. M. M. (2019). Digital storytelling for 21st century learning: A study on pre-service teachers' perception. *Asian Journal of University Education*, 15(3), 226–234. <https://doi.org/10.24191/ajue.v15i3.7801>

Elsherbiny, H. (n.d.). *Drama in LCTL Classrooms: Example of an Experiential Learning Project in Modern Standard Arabic Hossam Elsherbiny University of Minnesota Twin Cities*. University of Minnesota Twin Cities, 95–120.

- Fatha Pringgar, R., & Sujatmiko, B. (2020). Penelitian Kepustakaan (Library Research) Modul Pembelajaran Berbasis Augmented Reality pada Pembelajaran Siswa. *Jurnal IT-EDU*, 05(01), 317–329. Retrieved from <https://ejournal.unesa.ac.id/index.php/it-edu/article/view/37489>
- Fitri Sukmarini, Mauludiyah, L., Muhammad Ainur Roziqi, & Nurdianto, T. (2021). Interactive Arabic Learning Media based on Articulate Storyline 3 to Increase Students' Motivation / Pemanfaatan Articulate Storyline 3 sebagai Media Pembelajaran Interaktif untuk meningkatkan Motivasi Belajar Bahasa Arab Siswa. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 7(1), 106–121. <https://doi.org/10.14421/almahara.2021.071-06>
- Hamdu, G., Aeni, N., & Saepulrohman, A. (2015). Pengembangan Media Pembelajaran Berbasis Masalah Tema Bermain dengan Benda-Benda di Sekitar. *Jurnal Penelitian Pendidikan*, 15(2). <https://doi.org/10.17509/jpp.v15i2.2430>
- Hamidi, K., Jamaluddin, W., Koderi, K., & Erlina, E. (2023). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah. *Journal on Education*, 5(2), 5289–5296. <https://doi.org/10.31004/joe.v5i2.1098>
- Haron, S. C. (2013). The teaching methodology of arabic speaking skills: Learners' perspectives. *International Education Studies*, 6(2), 55–62. <https://doi.org/10.5539/ies.v6n2p55>
- Hasan, A. A., & Baroroh, U. (2019). Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Videoscribe dalam Meningkatkan Motivasi Belajar Siswa. *Lisanuna*, 9(2), 140–155. <https://doi.org/http://dx.doi.org/10.22373/ls.v9i2.6738>
- Helate, T. H., Metaferia, T. F., & Gezahegn, T. H. (2022). English language teachers' engagement in and preference for experiential learning for professional development. *Heliyon*, 8(10), e10900. <https://doi.org/10.1016/j.heliyon.2022.e10900>
- Huwaida, J., Himam, A. S., Nur Fauziah, S. A. B., BinZaid, A. H., & Rochmat, C. S. (2023). Analysis of the Textbook Ayo Belajar Bahasa Arab according to Jean Piaget's Cognitive Development Theory. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 6(1), 59–76. <https://doi.org/10.22219/jiz.v6i1.24268>

- Jackson, J. (2016). Myths of Active Learning: Edgar Dale and the Cone of Experience. *HAPS Educator*, 20(2), 51–53. <https://doi.org/10.21692/haps.2016.007>
- Kolb, A. Y., & Kolb, D. A. (2004). *Learning Styles and Learning Spaces: A review of Multidisciplinary Application of Experiential Learning Theory in Higher Education*. January.
- Kolb, A. Y., Kolb, D. A., Passarelli, A., & Sharma, G. (2014). On Becoming an Experiential Educator: The Educator Role Profile. *Simulation and Gaming*, 45(2), 204–234. <https://doi.org/10.1177/1046878114534383>
- Kolb, D. A., & Plovnick, M. S. (1974). *The Experiential Learning Theory of Career Development*. Working Paper Alfred P. Sloan School of Management, Massachusetts Institute of Technology, pp.64. [https://www.academia.edu/62285716/The\\_experiential\\_learning\\_theory\\_of\\_career\\_development](https://www.academia.edu/62285716/The_experiential_learning_theory_of_career_development)
- Lintang, D. (2023). Bahasa Arab Sebagai Identitas Budaya Islam dan Pemersatu Keberagaman Suku. *Ta'limi*, 2(1), 73–86. <https://doi.org/https://doi.org/10.53038/tlmi.v2i1.60>
- McCarthy, M. (2010). Experiential Learning Theory: From Theory To Practice. *Journal of Business & Economics Research (JBER)*, 8(5), 91–100. <https://doi.org/https://doi.org/10.19030/jber.v8i5.725>
- Molenda, M. (2003). *Cone of Experience*. Indiana University, 1969. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=fc5cd445f0abd0d01addddba3da8275c25252c95>
- Muis, M. (2020). Bahasa Arab di Era Digital: Eksistensi dan Implikasi terhadap Penguatan Ekonomi Keumatan. *Al-Fathin*, 3, 60–70. <https://doi.org/https://doi.org/10.32332/al-fathin.v3i01.2319>
- Mulu, B., Masdin, M., Muna, W., Humaera, I., & Samrin, S. (2022). Approach to the Multimedia-Based Contextual Learning of Arabic for Banking. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 15(1), 54. <https://doi.org/10.31332/atdbwv15i1.3735>
- Muradi, A. (2014). Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab. *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1(1). <https://doi.org/10.15408/a.v1i1.1129>



- Naqvi, S. (2012). *integrated Framework: Use of Constructivist and Experiential Learning Approaches in ICT-Supported*. 39–37 ,66.
- Nasrullah, M., Adib, H., Syafrawi, & Sahibudin, M. (2021). Dale's Theory dan Bruner's Theory (Analisis Media dalam Pentas Wayang Santri Ki Enthus Susmono). *Jurnal Al-Ulum*, 8(2), 225–238. <https://doi.org/https://doi.org/10.31102/alulum.v8i2.2021>
- Ninoersy, T. T., & Akmal, S. (2020). Penerapan Pola Perkuliahan Muhadatsah Melalui Metode Debat Aktif Pada Prodi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan Uin Ar-Raniry Banda Aceh. *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran*, 20(2), 165. <https://doi.org/10.22373/jid.v20i2.5478>
- Pane, A. (2018). Urgensi Bahasa Arab; Bahasa Arab sebagai Alat Komunikasi Agama Islam. *Komunikologi*, 2(1), 77–88. <https://doi.org/http://dx.doi.org/10.30829/komunikologi.v2i1.5452>
- Rahmawati, I. (2021). *Pentingnya Teori Kerucut Pengalaman Edgar Dale dalam memilih Media Pembelajaran bagi Guru Sekolah Dasar*. Kompasiana. <https://www.kompasiana.com/intanrahmawati6793/6153fc5201019002600939f2/pentingnya-teori-kerucut-pengalaman-edgare-dale-dalam-memilih-media-pembelajaran-bagi-guru-sekolah-dasar>
- Rochmat, C. S., Sutoyo, Y., Ardiyanti, A., & Hilabi, A. (2021). Peran Bahasa dan Korelasinya dengan Nilai-Nilai Pendidikan (Studi Analisis atas Falsafah Taaj Al-Ma'had di TMI Al-Amien Prenduan). *Thawalib / Jurnal Kependidikan Islam*, 2(2), 103–130. <https://doi.org/https://doi.org/10.54150/thawalib.v3il.28>
- Rosidin, R. (2014). Optimalisasi Pembelajaran Berbasis Pengalaman (Experiential Learning). *El-Qudwah*, 1–17. <https://ejournal.uin-malang.ac.id/index.php/lemlit/article/view/2710>
- Rozak, A. (2018). Modernisme Pembelajaran Bahasa Arab Berbasis Pesantren Di Rangkasbitung Banten. *Arabi: Journal of Arabic Studies*, 3(2), 167. <https://doi.org/10.24865/ajas.v3i2.110>
- Sabry, H. (2015). *The Effectiveness of a Program Based on Digital Storytelling Approach in Developing Freshmen's EFL Narrative Writing Skills*. Benha University, 24.

- Sari, R. K. (2021). Penelitian Kepustakaan Dalam Penelitian Pengembangan Pendidikan Bahasa Indonesia. *Jurnal Borneo Humaniora*, 4(2), 60–69. [https://doi.org/10.35334/borneo\\_humaniora.v4i2.2249](https://doi.org/10.35334/borneo_humaniora.v4i2.2249)
- Sary, P. (2019). Analisis Terhadap Kerucut Pengalaman Edgar Dale dan Keberagaman Gaya Belajar untuk Memilih Media yang Tepat dalam Pembelajaran. *Mudir*, 1(1). <https://doi.org/https://doi.org/10.55352/mudir.v1i1.7>
- Saud, S., Saleh, N., & Asnur, M. N. A. (2018). *Dampak experiential learning dalam pembelajaran keterampilan berbicara bahasa Jerman mahasiswa di perguruan tinggi*. Seminar Nasional Dies Natalis UNM Ke, 57, 383–391. <http://eprints.unm.ac.id/id/eprint/14727>
- Subramony, D. (2003). Dale's Cone Revisited: Critically Examining the Misapplication of a Nebulous Theory to Guide Practice. *Educational Technology*, 43(4), 25–30. <https://www.jstor.org/stable/44428845>
- Syaifulallah, M., Harun, U., Izzah, N., Munawar, E., Roji, F., & Arifin, Z. (2021). The Application of Experiential Learning Model Prespective David A. Kolb to Improving Students Reading Skill. *Jurnal Al Bayan*, 13(1), 208–230. <https://doi.org/10.24042/albayan.v>
- Syamsidar, Ma'ruf, & Hustim, R. (2018). Pembelajaran Fisika Berbasis Cone of Experience Edgar Dale pada Materi Elastisitas dan Fluida Statis. *Jurnal Pendidikan Fisika*, 6, 1–12. <https://doi.org/https://doi.org/10.26618/jpf.v6i1.1196>
- Syuhudi, A. R. (2016). Pemilihan Metode Pengajaran Bahasa Arab Yang Efektif. *Jurnal Intelegensia*, 04(1), 62. <https://doi.org/https://doi.org/10.34001/intelegensia.v6i1.1356>
- T. Saiful Akbar. (2015). Manusia Dan Pendidikan Menurut Pemikiran Ibn Khaldun dan John Dewey. *Jurnal Ilmiah Didaktika*, 15(2), 222–243. <https://doi.org/http://dx.doi.org/10.22373/jid.v15i2.582>
- Tur'aeni, E. (2019). Implementasi Pendekatan Fungsional Dalam Pembelajaran Bahasa Arab di Mtsn Al-Hilal. *Shaut Al-'Arabiyah*, 7(2), 173–192. <https://doi.org/https://doi.org/10.24252/saa.v7i2.10644>

Umroh, S. (2022). Teori Pembelajaran Experiental Pada Mata Pelajaran Bahasa Arab di Madrasah Tsanawiyah. *Jurnal Inovasi Pendidikan*, 2(8.5.2017), 2691–2696. <https://doi.org/https://doi.org/10.47492/jip.v2i8.1146>

Wulandari, T. (2020). Teori Progresivisme John Dewey dan Pendidikan Partisipatif dalam Pendidikan Islam. *At-Tarbawi: Jurnal Kajian Kependidikan Islam*, 5(1), 71–86. <https://doi.org/10.22515/attarbawi.v4i2.1927>