

The Effectiveness of Visual Media in Improving Students' Arabic Language Learning According to Edgar Dale's Cone of Experience Model

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Abstract

This study examines the effectiveness of visual media in improving students' Arabic language learning based on Edgar Dale's Cone of Experience framework. A descriptive qualitative design with a literature review method was employed. Data were collected from scholarly sources related to visual media, Arabic language learning, and Dale's experiential model. The data were analyzed using thematic analysis, consisting of initial coding, code categorization, and theme development. The results indicate that visual media significantly contribute to simplifying abstract concepts, strengthening memory retention, and increasing students' motivation in learning Arabic. Its effectiveness becomes more evident when connected to Dale's Cone of Experience, which highlights visual symbols as an essential stage for bridging abstract ideas with concrete experiences. Overall, this study underscores that visual media not only support students' comprehension but also enhance the achievement of Arabic language learning objectives.

Keywords: Arabic Language; Learning Media; Edgar Dale's Cone of Experience

Introduction

Education is inseparable from the learning process. Through learning, individuals can understand and adapt more easily to their environment.¹ Teaching itself is an interactive process between teachers and students aimed at achieving instructional objectives.² Language functions as a tool for interaction and communication across the world. It is one of the most essential, creative, and dynamic means through which humans express ideas, thoughts, and feelings. Therefore, language plays a crucial role in human life, as it serves as a medium of communication.³

Arabic is a vital language within the Islamic world and is rich in historical and cultural heritage. It is also one of the six official languages of the United Nations. Learning Arabic thus offers various benefits, covering religious, cultural⁴, and even international aspects. However, Arabic also presents unique challenges for many learners due to its complex grammar, script, and distinctive phonetic system.⁵

In Indonesia, Arabic is taught as a foreign language. Within Islamic education, understanding the principles of language learning and acquisition is essential for educators, students, and the wider community.⁶ Since Arabic is not the mother tongue of Indonesian learners, its acquisition often presents challenges. These challenges include students' educational backgrounds, limited vocabulary mastery, and environmental factors. As a result, many students struggle to comprehend Arabic texts and are unable to fully master grammatical

¹ Muhammad Fahdin Addaeroby dan Erma Febriani, "Application of Skinner's Behaviorist Learning Theory in Learning Arabic Speaking Proficiency/ Penerapan Teori Belajar Behavioristik Skinner Dalam Pembelajaran Maharah Kalam," *Jurnal Bahasa Arab* 1, no. 1 (2024): 33–42, <https://doi.org/10.69988/mx5kzs45>.

² Akhsan Akhsan dan Ahmadi Muhammadiyah, "Analisis Terhadap Motivasi Belajar Siswa Pada Pembelajaran Bahasa Arab Di Mts-Nu Al-Islamiah Asembagus Menurut Teori Mc Clelland," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 3, no. 2 (2022): 132–38, <https://doi.org/10.35316/lahjah.v3i2.132-138>.

³ Fauziah Nasution dan Elissa Evawani Tambunan, "Language and Communication," *International Journal of Community Service* 1, no. 1 (2022): 1–10, <https://doi.org/10.55299/ijcs.v1i1.86>.

⁴ Noza Aflisia, Rini Rini, and Ahmad Fikri, "Integration of Local Wisdom in Arabic Learning," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 1, 2019): 356–73, <https://doi.org/10.24042/albayan.v11i2.4719>.

⁵ Nashfah Maslahatul Diniyah dan Nur Kholis, "Arabic Language Learning Based on Erikson's Developmental Psychology Theory/ Pembelajaran Bahasa Arab Berbasis Teori Psikologi Perkembangan Erikson," *Jurnal Bahasa Arab* 1, no. 1 (2024): 43–51, <https://doi.org/10.69988/8zp5qe44>.

⁶ Ika Oktaviani dkk., "Dinamika Pembelajaran dan Pemerolehan Bahasa Arab," *Jurnal Sains Student Research* 2, no. 6 (2024): 526–38, <https://doi.org/DOI:10.2520https://doi.org/10.61722/jssr.v2i6.3015>.

structures and communication skills.⁷ Although many students perceive Arabic as difficult, it is essentially a language that can be learned and understood with proper support. Therefore, effective learning media are needed to assist students so they do not feel overwhelmed.

The selection of methods and media in Arabic language learning must align with the specific skills being taught.⁸ Learning media refers to any tools used by teachers to motivate students and facilitate the learning process. The media serves as a communication channel in instructional activities.⁹ According to AECT, media encompasses any form used to convey messages and information. Learning media can stimulate interest and influence students' psychological engagement during learning activities.¹⁰

One type of instructional media that supports learning is visual media. Sahuni et al. explain that visual media refers to materials that can be perceived through the sense of sight and help facilitate understanding, achieve learning objectives, and overcome limitations of time, space, and location by offering realistic representations.¹¹ Teaching with visual media has increasingly become a preferred approach in education. The use of images, videos, and animations can enhance student interest and comprehension of the material. Visual media also helps students grasp abstract concepts, expand vocabulary, and improve Arabic speaking skills.¹²

Visual media, expressed through images, sketches, and graphics, strengthen memory, increase student engagement, and connect learning content with real-world contexts.¹³ It is particularly suitable for today's learners, who belong to the millennial generation and are naturally drawn to engaging forms of media.

⁷ Abdul Rohman, "Bahasa Arab Dan Problematika Pembelajarannya," *Jurnal Sanaamul Qur'an* 3, No. 1 (2022): 2022-10-18, <https://doi.org/10.62096/SQ.V3I1.26>.

⁸ Mandalika Mandalika, "Analisis Strategi dan Metode Pembelajaran Bahasa Arab di Asrama Bahasa Arab Manhalun Nabighin," *Jurnal Sathar* 1, no. 1 (2023): 1-10, <https://doi.org/10.59548/js.v1i1.38>.

⁹ Intan Nurhasana, "Penggunaan Media Audio-Visual Pada Mata Pelajaran Bahasa Arab," *Al-Fikru: Jurnal Pendidikan Dan Sains* 2, no. 2 (2021): 217-29, <https://doi.org/10.55210/al-fikru.v2i2.573>.

¹⁰ Frida Septy Haptanti dkk., "Peran Media Pembelajaran dalam Pendidikan Bahasa Indonesia," *JoLLA Journal of Language Literature and Arts* 4, no. 9 (2024): 972-80, <https://doi.org/10.17977/um064v4i92024p972-980>.

¹¹ Kustandi dkk., "Pemanfaatan Media Visual Dalam Tercapainya Tujuan Pembelajaran," *Akademika* 10, no. 02 (2021): 291-99, <https://doi.org/10.34005/akademika.v10i02.1402>.

¹² Dila Rizki Amanda, "Analisis Penggunaan Media Pembelajaran Berbasis Media Visual Terhadap Hasil Belajar Bahasa Indonesia Siswa," *Jurnal Pendidikan, Bahasa dan Budaya* 3, no. 2 (2024): 185-99, <https://doi.org/10.55606/jpbb.v3i2.3181>.

¹³ Livia Istiqomah dkk., "Peningkatan Keterampilan Berbicara Siswa Melalui Model Role Playing Berbantuan Media Visual di Sekolah Dasar: Improvement Of Students' Speech Skills Through The Assisted Role-Playing Model Visual Media In Basic School," *Naturalistic: Jurnal Kajian Penelitian Pendidikan dan Pembelajaran* 5, no. 1 (2020): 650-60, <https://doi.org/10.35568/naturalistic.v5i1.884>.

Incorporating visual media in Arabic language learning makes the classroom atmosphere more enjoyable and engaging for teachers and students.¹⁴

One theory relevant to contemporary learning is Edgar Dale's Cone of Experience model. This model illustrates how learning outcomes vary depending on the type of experience involved. The higher the level of the cone, the more abstract the learning experience becomes. The Cone of Experience does not require learning to begin from direct experience; rather, it encourages educators to select the type of experience that best aligns with students' needs, abilities, and the learning context.

In this model, direct experience provides learners with information derived from hands-on engagement.¹⁵ Dale presents a systematic explanation of learners' absorption capacity based on different learning activities. He states that reading leads to approximately 10% retention, listening to 20%, seeing to 30%, hearing and seeing to 50%, role-playing and collaboration to 70%, and simulation-based learning to 90%.¹⁶

This theory indicates that learning processes involving concrete experiences generally produce stronger understanding and retention than those relying on abstract methods. Within this framework, visual media fall under observational learning experiences that offer concrete representations, making them especially suitable for language learning. This is particularly relevant for Arabic, which is complex and unfamiliar to many students in Indonesia.¹⁷ Therefore, the present study aims to examine the effectiveness of visual media and its correlation with the Cone of Experience in the context of Arabic language learning.

A study by Davis and Summer (2014), titled *Applying Dale's Cone of Experience to Enhance Learning and Retention: A Study of Student Learning in a Basic Leadership Course*, discusses the application of the Cone of Experience in a leadership learning context.¹⁸ Similarly, research by Rochmat et al. (2024), titled *Analysis of the Experiential Learning Method of the Cone of Experience Dale Model in Increasing the*

¹⁴ Thufeyl Vandayo dan Danial Hilmi, "Implementasi Pemanfaatan Media Visual untuk Keterampilan Berbicara pada Pembelajaran Bahasa Arab," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 5, no. 2 (2020): 217–36, <https://doi.org/10.55187/tarjpi.v5i2.3873>.

¹⁵ Halmarina Dewi dkk., "Analisis Optimalisasi Penggunaan Model Cone of Experience Dalam Kegiatan Belajar Mengajar," *Annual Islamic Conference for Learning and Management* 1 (Desember 2024): 1–20.

¹⁶ Ken Masters, "Edgar Dale's Pyramid of Learning in Medical Education: Further Expansion of the Myth," *Medical Education* 54, no. 1 (2020): 22–32, <https://doi.org/10.1111/medu.13813>.

¹⁷ Fitri Setyo Rini dan Achmad Farouq Abdullah, "Utilization of Visual Learning-based Arabic Learning Multimedia to Improve Arabic Language Skills of Female Students at University of Darussalam Gontor," *Al-Ta'dib* 15, no. 2 (2020): 125, <https://doi.org/10.21111/at-tadib.v15i2.5121>.

¹⁸ Beverly Davis dan Michele Summers, "Applying Dale's Cone of Experience to Increase Learning and Retention: A Study of Student Learning in a Foundational Leadership Course," *Engineering Leaders Conference 2014 on Engineering Education*, Hamad bin Khalifa University Press (HBKU Press), Juni 2015, 1–7, <https://doi.org/10.5339/qproc.2015.elc2014.6>.

Effectiveness of Arabic Language Learning, examines the use of the Cone of Experience model in Arabic language instruction.¹⁹

Based on the literature review, several key insights emerge. Previous studies have applied Dale's Cone of Experience model through various instructional methods. This approach enables teachers to diversify learning strategies, preventing monotony in the classroom. It also allows students to better understand learning materials because instructional methods are tailored to learner characteristics and content demands. Moreover, the model contributes to creating engaging and structured Arabic language learning while promoting active student involvement.

From the reviewed literature, it is evident that research on Dale's Cone of Experience model already exists. The novelty of the present study lies in its focus on the effectiveness of visual media in enhancing Arabic language learning through the application of this model. This study is expected to contribute to improving students' learning outcomes in Arabic.

The research problems addressed in this study are: (1) How does Dale's Cone of Experience explain the role of visual media in Arabic language learning? and (2) How effective is visual media in supporting Arabic language learning? Accordingly, the purpose of this study is to determine the effect of Dale's Cone of Experience model on the effectiveness of visual media in improving students' Arabic language learning.

Findings and Discussion

This study employed a descriptive qualitative approach using a library research method. A library review refers to the process of examining references and analyzing literature produced by previous researchers that relates to the topic under investigation. In the present study context, the aim was to analyze and describe the effectiveness of visual media in students' Arabic language learning based on Edgar Dale's Cone of Experience model.²⁰

The data for this study were derived from secondary sources obtained from various scientific works relevant to the research topic, including national and international journal articles, theses, dissertations, proceedings, and other academic publications.²¹ The literature reviewed was selected based on topics related to the following figure.

¹⁹ Cecep Sobar Rochmat Cecep dkk., "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, no. 1 (2024): 25–40, <https://doi.org/10.22219/jiz.v7i1.30823>.

²⁰ Rosita Ilhami dkk., "Quizizz as an Arabic Vocabulary Media Learning in Digitalization Era: Process, Weakness and Strengths," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 1 (2022): 13–24, <https://doi.org/10.23971/altarib.v10i1.3787>.

²¹ Aris Dwi Cahyono, "The Role of Development of Performance Management of Health Administration On Improving The Quality Of Health Service In Community Health Centers," *Jurnal Ilmiah Pamenang* 3, no. 2 (2021): 28–42, <https://doi.org/10.53599/jip.v3i2.81>.

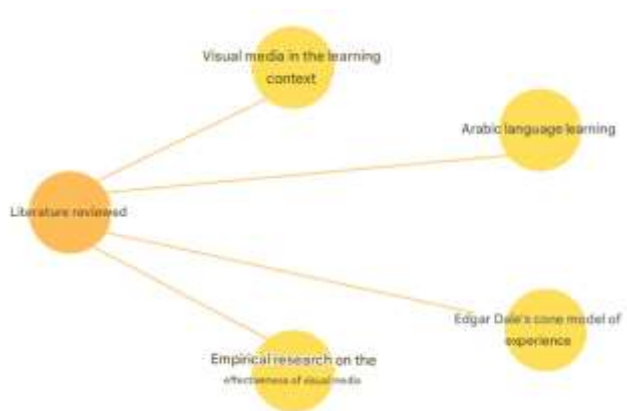


Figure 1. Research Literature Mind Mapping

The data analysis technique used was thematic analysis. This method provides a structured yet flexible approach to identifying, analyzing, and reporting patterns within a dataset. It emphasizes the researchers' analytical skills and the importance of theoretical transparency to ensure rigor and credibility in qualitative research.²²

Thematic analysis is a systematic process for identifying patterns, themes, and meanings within qualitative data. It follows several steps adapted from Braun and Clarke (2014), summarized into four main stages as follows.²³

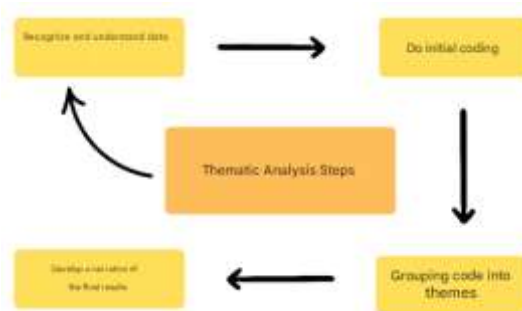


Figure 2. Mind Mapping Thematic Analysis

Recognizing and understanding the data

The findings of this study were generated through thematic analysis of literature relevant to the use of visual media in Arabic language learning. Through

²² Sirwan Khalid Ahmed dkk., "Using Thematic Analysis in Qualitative Research," *Journal of Medicine, Surgery, and Public Health* 6 (Agustus 2025): 100198, <https://doi.org/10.1016/j.jglmedi.2025.100198>.

²³ Kevin FUCHS, "A Systematic Guide for Conducting Thematic Analysis in Qualitative Tourism Research," *Journal of Environmental Management and Tourism* 6, no. 70 (2023): 2697–98, [https://doi.org/10.14505/jemt.v14.6\(70\).17](https://doi.org/10.14505/jemt.v14.6(70).17).

the coding and data-grouping process, three main themes emerged: (1) visual media, (2) audiovisual media, and (3) direct experience. These themes represent variations in the use of learning media that correspond to different levels of experience in Edgar Dale's Cone of Experience model.

First, Visual Media

Findings from various studies indicate that visual media, such as posters, graphics, images, and PowerPoint slides, effectively enhance students' understanding of learning materials and support better retention.²⁴ For example, research by Rahmad shows that the use of Canva designs improves learning activities and increases student motivation, making learning more enjoyable. The Canva application also enhances efficiency and broadens students' insights into information and communication technology.²⁵ Similarly, research by Muhammad demonstrates that immersive AR and VR technologies have a positive effect on students' understanding of vocabulary, grammar, and cultural context in Arabic.²⁶ A study by Muhaimin also shows that image-based media contributes positively to visual understanding, memory, learning interest, and Arabic communication skills.²⁷ Additional findings from Yasin et al. confirm that using PowerPoint multimedia in Arabic language learning increases motivation and supports the achievement of learning objectives.²⁸ Furthermore, research by Prihandini and Fajriyatul shows that flannel board media can improve students' learning outcomes. This medium integrates visual and kinesthetic activities, helping students better visualize and remember Arabic letters and vocabulary.²⁹ Within Dale's Cone of Experience framework, static visual media fall under the level of visual symbols, where learners understand content through images. Their main

²⁴ Muhammad Fadhly dkk., "Implementasi Media Pembelajaran Sederhana Berbasis Digital Pada Mata Pelajaran Bahasa Arab," *Edukasi Elita: Jurnal Inovasi Pendidikan* 1, no. 3 (2024): 86–95, <https://doi.org/10.62383/edukasi.v1i3.244>.

²⁵ Muhammad Rahmad dkk., "Utilization of Visual Media in Arabic Teaching," *Journal International of Lingua and Technology* 1, no. 1 (2022): 69–79, <https://doi.org/10.55849/jiltech.v1i1.62>.

²⁶ Kemas Muhammad dan Irmansyah Irmansyah, "Utilizing Interactive Media to Enhance Arabic Literacy in Secondary School Students," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 8, no. 2 (2024): 110–20, <https://doi.org/10.33650/ijat.v8i2.10364>.

²⁷ Ayatullah Muhaimin dan Grean Thoms, "The Role of Visual Media in the Mastery of Arabic Vocabulary (Mufradat) for Grade VII Students of Salafiyah Wustho Islamic Centre Bin Baz Yogyakarta," *International Journal of Post Axial: Futuristic Teaching and Learning* 3, no. 2 (2025): 73–84, <https://doi.org/10.59944/postaxial.v3i2.440>.

²⁸ Zohra Yasin dkk., "Multimedia PowerPoint-Based Arabic Learning and Its Effect to Students' Learning Motivation: A Treatment by Level Designs Experimental Study," *International Journal of Instruction* 14, no. 4 (2021): 33–50, <https://doi.org/10.29333/iji.2021.1443a>.

²⁹ Ananda Prihandini dan Eni Fajriyatul Fahyuni, "Penggunaan Media Papan Flanel Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Bahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7, no. 2 (2024): 953, <https://doi.org/10.35931/am.v7i2.3870>.

strength lies in simplifying basic concepts, although retention remains lower compared to more concrete, direct experiences.³⁰



Figure 3. Visual Media

Second, Audiovisual Media

Unlike static visual media, audiovisual media combine visual display through LCD screens with accompanying audio, allowing educators to present material in a more direct, realistic, and comprehensive manner.³¹ Hijriyah et al. (2025) found that audiovisual learning media significantly improved students' Arabic listening comprehension, with a recorded increase of 25%.³² In line with this, findings by Aprilia show that the use of audiovisual media stimulates students to engage more actively in learning and pay closer attention to the teacher's explanations, resulting in learning activities that are more active, affective, and creative.³³ Similarly, a study by Prasetya et al. confirms that audiovisual media broadens students' understanding of the material taught, creating a more conducive and enjoyable learning atmosphere while enhancing Arabic listening skills.³⁴ Additional evidence comes from Rahimi et al., whose study demonstrates that animated audiovisual media are highly effective in strengthening Arabic

³⁰ Vijayatheepan, R, "Integrating Dale's Cone of Experience into Teaching Aids: Teachers' Reflections in Sri Lankan Schools," *International Journal of Research and Innovation in Social Science* 9, no. 3 (2025): 513–24, <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0029>.

³¹ Wanda Tanti Maria Sinaga dkk., "Pengaruh Media Audio Visual Terhadap Hasil Belajar Siswa Kelas V Sekolah Dasar," *Jurnal Basicedu* 8, no. 3 (2024): 1804–12, <https://doi.org/10.31004/basicedu.v8i3.7486>.

³² Umi Hijriyah dkk., "How Effective Is SUNO.AI in Enhancing Arabic Listening Skills? An Evaluation of AI-Based Personalized Learning," *International Journal of Information and Education Technology* 15, no. 2 (2025): 391–407, <https://doi.org/10.18178/ijiet.2025.15.2.2251>.

³³ Andita Aprilia Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube di MTs NU Mranggen," *Mabaraat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 78–88, <https://doi.org/10.18196/mht.v4i1.12950>.

³⁴ Panji Prasetya dkk., "Implementation of Arabic-Based Audio-Visual Media in Learning Listening Skills," *Journal of Arabic Language Teaching* 4, no. 2 (2024): 111–20, <https://doi.org/10.35719/arkhas.v4i2.2096>.

vocabulary mastery. This type of media provides a more engaging and meaningful learning experience, leading to improved learning outcomes.³⁵ Further support is offered by findings from Sastra and Shodiq, which show that audiovisual media significantly assist students in overcoming difficulties in connecting Arabic sounds with their written forms, thereby increasing the effectiveness and quality of *imla'* (Arabic dictation) learning.³⁶ These findings align with Dale's Cone of Experience at the audiovisual level, where the combination of seeing and hearing strengthens memory and deepens students' understanding. In other words, audiovisual media enable learners to process information through dual sensory channels, enhancing the overall learning experience.³⁷

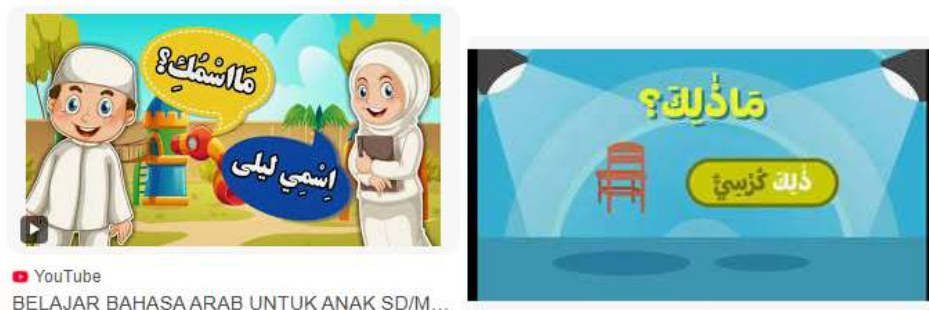


Figure 4. Audiovisual Media

Third, Hands-on Experience

The third theme concerns role-playing, simulation, and direct communication in Arabic. Research by Cecep et al. shows that implementing experiential learning based on Dale's Cone of Experience increases students' active participation and confidence when communicating in Arabic.³⁸ In line with this, Hamidiyyah et al. report that experiential learning effectively improves students' memory, comprehension, and communication skills. Through direct experience, students develop greater confidence and are better able to apply Arabic in daily life.³⁹ Furthermore, research by Milhah et al. demonstrates that

³⁵ Nik Mohd Rahimi dkk., "Promoting Digital Learning Environment in Arabic Language Education: The Use of Animated Video (AV) For Vocabulary Acquisition among Primary School Students," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021): 548–56, <https://doi.org/10.18860/ijazarabi.v4i3.12941>.

³⁶ Era Sastra Pangestu dan M. Jaffar Shodiq, "Pengembangan Metode ATM (Amati, Tiru, Modifikasi) berbantuan Media Audio Visual dalam Pembelajaran Imlā," *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2023): 126–51, <https://doi.org/10.18196/mht.v5i2.18172>.

³⁷ Vijayatheepan, R, "Integrating Dale's Cone of Experience into Teaching Aids: Teachers' Reflections in Sri Lankan Schools."

³⁸ Cecep dkk., "The Analysis of Experiential Learning Method of Dale's Cone Experience Model in Improving the Effectiveness of Arabic Language Learning."

³⁹ Husnatul Hamidiyyah dkk., "Learning Arabic Speaking Skills and Implications Guided by the David A Kolb Experiential Learning Cycle in Higher Education," *ALSUNYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 7, no. 1 (2024): 113–34, <https://doi.org/10.17509/alsunyat.v7i1.67575>.

direct communication practices in the classroom, supported by word-wall media, help reduce monotonous learning and improve students' learning outcomes. This method also provides an effective alternative to address issues related to low student performance.⁴⁰ Additional findings from Sukmarini et al. show that direct communication using the Articulate Storyline 3 application effectively increases students' motivation to learn Arabic. The results indicate improvements in student interest, activeness, attention, and confidence during question-and-answer sessions.⁴¹ Finally, research by Ilhami et al. reveals that using Quizizz in direct Arabic learning fosters students' enthusiasm in completing the quizzes provided.⁴² This type of hands-on learning represents the level of real experience in Dale's Cone of Experience, which is believed to have a stronger influence than previous levels. As such, it serves as an effective approach for enhancing students' understanding.⁴³



Figure 5. Hands-on Experience

Fourth, Setting Initial Coding

In the initial coding stage, the researchers conducted an identification process aligned with the literature relevant to the research theme. All data considered significant were assigned concise codes that captured the core meaning of each statement. This process helped organize the raw data and facilitated its grouping into a structured framework of key themes. The following tables present the initial coding results derived from the literature.

⁴⁰ Enok Milhah Malihatusolihah dkk., "Utilization of Wordwall Media to Improve Learning Outcomes of Madrasah Aliyah Students in Arabic Language Learning in Cianjur, West Java," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2022): 194–209, <https://doi.org/10.14421/almahara.2022.081-01>.

⁴¹ Fitri Sukmarini dkk., "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 Mahara: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2021): 106–21, <https://doi.org/10.14421/almahara.2021.071-06>.

⁴² Ilhami dkk., "Quizizz s an Arabic Vocabulary Media Learning in Digitalization Era."

⁴³ Vijayatheepan, R, "Integrating Dale's Cone of Experience into Teaching Aids: Teachers' Reflections in Sri Lankan Schools."

Table 1. Initial Coding Results for Visual Media Literature

Literature Citations	Initial Code
Visual media such as posters, graphs, images, and PowerPoint slides effectively accelerate students' understanding and support memory retention. ⁴⁴	Ease of understanding concepts and memory
The application of PowerPoint multimedia increases learning motivation and supports the achievement of learning objectives. ⁴⁵	Student learning motivation
Flannel board media helps students visualize and remember Arabic letters and vocabulary. ⁴⁶	Visualization of letters and vocabulary

Table 2. Initial Coding Results for Audiovisual Media Literature

Literature Citations	Initial Code
Audiovisual media significantly increased students' listening comprehension (25% increase). ⁴⁷	Listening comprehension and material understanding
Animated videos are effective in enhancing vocabulary mastery and make learning more engaging and meaningful. ⁴⁸	Vocabulary mastery
Learning Arabic through audiovisual media stimulates students, making learning active, affective, and creative. ⁴⁹	Memory and conducive learning atmosphere

Table 3. Initial Coding Results for Direct Experience Literature

Literature Citations	Initial Code
Experiential learning based on Dale's Cone of Experience increases students' active involvement and confidence in communication. ⁵⁰	Active involvement and self-confidence

⁴⁴ Muhammad Fadhly dkk., "Implementasi Media Pembelajaran Sederhana Berbasis Digital Pada Mata Pelajaran Bahasa Arab."

⁴⁵ Yasin dkk., "Multimedia PowerPoint-Based Arabic Learning and Its Effect to Students' Learning Motivation."

⁴⁶ Prihandini dan Fajriyatul Fahyuni, "Penggunaan Media Papan Flanel Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Bahasa Arab."

⁴⁷ Hijriyah dkk., "How Effective Is SUNO.AI in Enhancing Arabic Listening Skills?"

⁴⁸ Mohd Rahimi dkk., "Promoting Digital Learning Environment in Arabic Language Education."

⁴⁹ Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube di MTs NU Mranggen."

⁵⁰ Cecep dkk., "The Analysis of Experiential Learning Method of Dale's Cone Experience Model in Improving the Effectiveness of Arabic Language Learning."

Experiential learning effectively improves memory, comprehension, and communication skills. ⁵¹	Memory, comprehension, and communication skills
Direct communication using Articulate Storyline 3 increases students' motivation, interest, activeness, attention, and confidence. ⁵²	Student motivation and enthusiasm for learning

Grouping Codes into Themes

The initial coding process generated several codes, including ease of understanding, memory retention, increased motivation, self-confidence, and improved communication skills. These codes reflected key aspects of the use of visual media, audiovisual media, and direct experience in Arabic language learning. The codes were then grouped into three main themes, highlighting the distinct emphasis of each category.

Table 4. Final Results of Grouping Initial Coding into Themes

Main Theme	Prominent Codes	Meaning/Emphasis
Visual Media	Ease of understanding, motivation to learn, visualization of vocabulary	Making abstract concepts more concrete; improving students' understanding and memory
Audiovisual Media	Listening comprehension, vocabulary mastery, conducive atmosphere	Providing real and engaging learning experiences; strengthening student absorption
Hands-on Experience	Active involvement, self-confidence, enthusiasm for learning	Optimizing learning through real practice; increasing confidence and communication skills

Correlation of Findings to Dale's Cone of Experience Model

The findings of this study demonstrate a strong alignment with Dale's Cone of Experience Model.⁵³ At the visual learning level, media such as images, graphs, and posters were shown to facilitate students' understanding of learning materials and abstract concepts in Arabic.⁵⁴ Visual media helped transform symbolic

⁵¹ Hamidiyyah dkk., "Learning Arabic Speaking Skills and Implications Guided by the David A Kolb Experiential Learning Cycle in Higher Education."

⁵² Fitri Sukmarini dkk., "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."

⁵³ Davis dan Summers, "Applying Dale's Cone of Experience to Increase Learning and Retention."

⁵⁴ Yasin dkk., "Multimedia PowerPoint-Based Arabic Learning and Its Effect to Students' Learning Motivation."

information into more concrete forms, thereby strengthening students' foundational comprehension.⁵⁵

At the audiovisual and direct-experience levels, the findings reflected higher stages within Dale's Cone of Experience Model.⁵⁶ Audiovisual media enabled students to learn by seeing and hearing simultaneously, allowing their Arabic speaking skills to become more practiced and natural.⁵⁷ In the direct-experience stage, students were actively engaged in activities such as conversation exercises and role-playing.⁵⁸ These activities notably increased motivation, enhanced memory, and fostered students' confidence.⁵⁹ Overall, the results of this study support the principle within Edgar Dale's Cone of Experience that visual media, and progressively more immersive forms of experience, significantly enhance the effectiveness of Arabic language learning.⁶⁰

Conclusion

Based on the thematic analysis of various studies, the researchers conclude that the effectiveness of Arabic language learning media is closely aligned with Dale's Cone of Experience model. *First*, visual media have been shown to make abstract concepts more tangible through the use of posters, images, graphs, and PowerPoint slides. This type of media facilitates student understanding and memory, while also increasing motivation during the learning process. *Second*, audiovisual media provide a more realistic learning experience by combining visual and auditory elements. Such media successfully enhances vocabulary mastery and comprehension of learning materials, and helps create a more active, effective, and engaging classroom atmosphere. *Third*, direct experience through demonstrations, role-playing, and hands-on practice has the most significant impact. This form of learning not only increases active participation and student confidence but also strengthens real-life communication skills.

When compared with Dale's Cone of Experience, visual media occupy the level of visual symbols. At this stage, students do not yet engage directly with real objects, but instead gain understanding through visual representation. Although its impact is lower than that of direct experience, visual media still

⁵⁵ Prihandini dan Fajriyatul Fahyuni, "Penggunaan Media Papan Flanel Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Bahasa Arab."

⁵⁶ Vijayatheepan, R, "Integrating Dale's Cone of Experience into Teaching Aids: Teachers' Reflections in Sri Lankan Schools."

⁵⁷ Hijriyah dkk., "How Effective Is SUNO.AI in Enhancing Arabic Listening Skills?"

⁵⁸ Fitri Sukmarini dkk., "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."

⁵⁹ Ilhami dkk., "Quizizz as an Arabic Vocabulary Media Learning in Digitalization Era."

⁶⁰ Muhammad Fadhly dkk., "Implementasi Media Pembelajaran Sederhana Berbasis Digital Pada Mata Pelajaran Bahasa Arab."

contribute meaningfully to building initial comprehension and supporting memory retention. Thus, visual media serve as an essential step in strengthening students' foundational knowledge before moving toward more concrete learning experiences.

In conclusion, the use of visual media in Arabic language learning is effective in bridging abstract concepts into more concrete forms, improving retention, and fostering student motivation. Visual media is not only a supplementary learning tool but also a foundational strategy that supports understanding, facilitates vocabulary mastery, and creates a more engaging and meaningful learning environment for students.

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