

Improvement of Speech Skills Using Experiential Learning Method in Kindergarten (Classroom Action Research at Siloam Kindergarten Surakarta)

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A B S T R A C T

English is an international language and the medium of today's learning, especially in 21st century learning. In fact, in kindergarten (TK), everything is not mastered and even taught because it refers to language skills. There are 2 language skills taught in kindergarten which are listening and speaking. Speaking is highly recommended especially at an early age to become a habit, in fact in kindergarten there are still many who are not familiar with the language. This happens in Siloam Surakarta Kindergarten, although it is often taught but not fully mastered. From that, the purpose of this research is to find out the improvement of speaking skills in English for students at Siloam Kindergarten Surakarta. The method used in this research is classroom action research (PTK). The research subjects were small & large class students (Kindergarten A & Kindergarten B) totalling 20 respondents. The data collection instrument in this research is using tests, interviews and observations. The cycle was carried out in 2 cycles. The stages in this PTK are planning, action, observation, & reflection. The results were analysed with excel related to the test results before PTK and after PTK. The results in cycle I of this study showed that the learning was carried out using the Experiential method, showing the average in English speaking learning outcomes was < 50. But after cycle II, learning using Experiential learning methods adapted to the stages of PTK, then get a score > 60 for the average. Based on these results, the experiential learning method is suitable to be applied in kindergarten especially in learning to speak in English.

Keywords: *Classroom Action Research, Experiential Learning, Kindergarten, Speaking*

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INTRODUCTION

In this era of rapid globalization, English has become one of the most crucial skills to master. As a lingua franca, English serves as a bridge of communication between individuals from different cultural and linguistic backgrounds. This makes English not only a means of communication, but also a tool for building stronger international relationships.

One of the main aspects of the importance of English in the 21st century is the accessibility of information. Most academic literature, research, and educational resources are written in English (Kristyaningdih, N. K. dkk, 2023). By mastering this language, individuals can access the latest knowledge and information that can support their personal and professional development. In the context of higher education, many leading universities around the world use English as the language of instruction, making English proficiency an essential requirement for students seeking to pursue advanced studies.

Additionally, English proficiency contributes to increased job opportunities. In many industries, particularly those operating internationally, the ability to communicate in English is often a key criterion in the recruitment process. Employees with strong English skills tend to have a competitive edge, which can lead to promotions and better career development. In the context of technology and media, English also plays a very important role. Many digital platforms, applications, and social media content use English as their primary language. By understanding English, individuals can participate in global discussions, access digital

content, and take advantage of the latest technologies, which are often available in English. Finally, the importance of English in the 21st century also includes the development of effective communication skills. Learning English involves not only mastering vocabulary but also other skills (Novia Herawati & Sri Katoningsih, 2023).

Education in kindergarten (TK) is the basis for gaining knowledge in the world of education as a basis. Education in kindergarten is very important especially for the preparation of students to introduce themselves at the beginning of learning at school. In general, the learning age of students in kindergarten is 5 - 6 years old. Kindergarten education is the foundation for the early growth and development of students both physically and spiritually. The purpose of education in kindergarten is to develop the potential of students from various aspects, both cognitive, affective, psychomotor, socio-emotional, spiritual, artistic and language aspects based on Pancasila (Moh Fauziddin & Mufarizuddin, 2018).

In the cognitive aspect, learners are taught how to show limited abilities based on the age of the learners (Elsi Indriani et al., 2023). For affective aspects, learners are directly or impacted, taught to be able to develop a good & organized attitude according to customary and ethical guidance from an early age. While in the psychomotor aspect, students are led to learning to be able to reflect both through movement and body language according to the development of the body. For socio-emotional, it is an inseparable part of learning in kindergarten.

In its development, socio-emotional is needed to train how kindergarten students in the future can understand individuals with each other and be able to manage emotions and even interact between students. In the aspect of religious values or religion is an aspect that is able to encourage an understanding of the knowledge and implementation of religious values based on the rules laid out by religion according to their respective beliefs. This also includes the development of character values or attitudes there is daily behaviour according to religious orders and laws in the country of Indonesia. In the aspect of art in kindergarten, it is needed to develop a spirit of creativity and high innovation (Nurfaizah & Na'imah, 2021). Both of these are needed by the kindergarten class after students are able to create something new in order to develop innovations for future development.

Learning in kindergarten focuses more on the ability to create, innovate and express to foster these skills early on. The last aspect of learning in kindergarten is language. Language plays a strong role in the physical and mental development of learners in kindergarten. Learners in kindergarten are able to master all aspects only through language. Through language, both written and oral are the main means of communication. However, in early childhood education or kindergarten, the main means of communication is through verbal communication (Zidni Akholik Almaghfiroh et al, 2024). There are 4 language skills, these skills are listening, speaking, reading, and writing. For learning in kindergarten, only 2 language skills must be mastered and learned, these 2 skills are listening. As an object of communication speaking considered as a Verbal communication. Speaking is the most important parts of communication. The role of speaking skills in kindergarten learning is crucial. Speaking skills not only support children in communicating, but also play a role in developing their self-confidence, social skills, and cognitive potential. Therefore, kindergarten teachers must place extra focus on developing speaking skills through various interesting and interactive activities. In this way, children will be better prepared to face communication challenges in the future.

In the implementation at Siloam Kindergarten Surakarta. English learning that is taught focuses more on speaking skills. In the implementation in the field, several things occur such as lack of fluency in pronunciation, forgetting the vocabulary in question, and lack of accuracy of memorization (the results of classroom observations) besides the results achieved show that in the aspect of speaking described in the table below;

Table 1 average results of speaking aspects in Siloam Kindergarten

No	Aspect	Achievement in %	Decision
1	Pronunciation	30	Less
2	Grammar	20	Less

3	Vocabulary	30	Less
4	Fluency	25	Less
5	Comprehension	25	Less

Source: Observation result in speaking aspect

Starting from the results above, there are several things that must be addressed, it is not only in general, but in detail explained by the indicators in the aspect of speaking. Indicators in speaking aspects, in general, such as; grammar, diction, pronunciation, fluency, and understanding, all of which are an inseparable part of learning to speak, especially English (Alberthin Rana et al, 2022). But for learning in early childhood, students in kindergarten. Of the 5 indicators, only grammar is not taught, this is because early childhood learners according to the learning program plan (RPP).

Officially, kindergarten students are not taught with English grammar because there are several things, namely, students in kindergarten only focus on matters related to daily language development and basic skills. Basic skills for emergent habits are vocabulary and fluency that naturally adjust to everyday or habitual speech. At this level, students are not or have not been able to focus on material related to language structure, instead making students confused to describe through sentences.

In the implementation in the field at Siloam Kindergarten, it is shown that learning still tends to complete teaching time, teaching is only based on lesson plans, the learning process of speaking skills is only carried out at school, lack of mastery of teaching materials, and teachers do not use appropriate learning methods. In learning English speaking skills, it should refer to the achievements that are mastered, the learning environment is in accordance with the process of learning and teaching activities (KBM), the teacher is not always active and instead students are encouraged to be active, the teacher is able to relate contextual concept learning and is able to use experience as part of the learning process. From the description above, it is necessary for teachers to encourage active learners, not just telling but leading learning patterns to be active.

In addition, teachers need to encourage learning to speak to become a habit or at least be able to become an experience in learning for kindergarten students. Starting from the inability to achieve the target or learning achievement of students, based on literature studies and observations and interviews at Siloam Surakarta Kindergarten, a method is needed according to these conditions. Methods that fit the conditions in the field and are assumed to be able to overcome learning problems, in addition to being a strategy in problem solving (Stephen N, Elliot et al, 2000: 292). Therefore, it is necessary to present an experiential learning method. Experiential learning method is known as Experiential learning method. Experiential learning method is a learning method that is based on experience as part of the focus of its application (Sujarwo, 2011: 185).

This learning method was developed by education expert David Kolb in 1980 in America. Experiential learning method is based on the theory that individual knowledge is created through the process of transforming their own experience. The theory in Experiential learning method emphasizes the process of learning holistically and synergizes with the conditions and is sustainable. The underlying learning theory of this method is constructivist learning theory. In constructivist learning theory, the concept synergizes with the Experiential learning method (Lathifah Abdiyah & Subiyantoro, 2021; Dale H, Schunk, 2012: 237), where the Experiential learning method emphasizes direct experience and reflection to build knowledge. The relationship between the two is based on interactions in the process of teaching and learning activities built on individual experiences. This condition encourages individuals or learners, especially in kindergarten, to get new information and interpret previous experiences.

Previously created experiences emerge with the presence of built interaction from the learning environment, this forms a new understanding as well. Applied learning in schools is able to develop thinking towards students that learning is more meaningful when individuals learn or work alone. In addition, students are able to carry out inquiry based on the topic or focus of study (Ratna W Dahar, 2011: 152). In addition to these two indicators, individual

learners are able to construct new experiences and skills based on developing their own thinking (James, P. Byrnes, 2009: 42). Reflecting on this, constructivistic learning theory provides strong support for Experiential learning and learning methods (Martini Jamaris, 2013: 155). Along with the learning theory foundation, the Experiential learning method gets a strong foundation for implementation in the field. In the implementation in the field, the Experiential learning method also clearly uses the flow or steps of implementation in learning.

Table 2 Steps of Experiential Learning Method

ACTION	DESCRIPTION STAGE	STAGE
Concrete experience	Individuals participate in activities in new experiences	Feeling
Reflective observation	Individuals observe and reflect and then think about the experience from various angles	Observation
Abstract concepts	Individuals create new concepts and integrate observations in activities into new theories	Thinking
Experimentation	Individuals use theories found to solve problems and make decisions	Doing

Source: Abdul Majid (2025)

For each step in the experiential learning method has a certain meaning that is able to empower students to even achieve competence in solving problems. Research conducted by Singgih Prastawa & Ribut Agung Sutrisno in 2025 in a journal article entitled "*the effectiveness of experiential learning models to improve learning achievement of vocational students*" shows that experiential learning models are able to encourage students to be active, creative and innovative by utilizing the experience of students in English learning.

In addition to the above research, other research related to the Experiential learning model was shown by Amalia Enache in 2022, with the journal title "*The efficiency of Experiential learning in Preschool children*" in the study explained that experience is able to lead learners to display new knowledge based on something they have done. From the previous findings, it is assumed that the Experiential learning method is able to encourage students to achieve maximum learning outcomes. From both explanations above, experiential learning offers many significant advantages in the learning process. By increasing student participation, broadening understanding, and honing practical, social, and emotional skills, this approach can create a more efficient and enjoyable learning environment. As a result, it is essential for teachers to incorporate experiential learning into their curriculum to support students' holistic growth. The process of implementing the method through clear syntax theoretically provides an opportunity to achieve these competencies. The purpose of this study is to know the improvement of learning outcomes in English competency speaking skills using experiential learning method.

METHOD

This research was conducted at Siloam Kindergarten in Surakarta, lasting approximately one month. The subjects were 20 kindergarten students. The instruments used were teacher interviews, observations, and tests (performance tests) related to speaking English. This classroom action research was conducted in two cycles, namely cycle 1 and cycle 2. This type of research is classroom action research (PTK). PTK research is research to see improvements in subjects who have followed treatment with certain methods and then measured improvements based on the learning cycle. In PTK there are 2 cycles applied. The cycle consists of planning, implementation, observation and reflection (Nyoman Dantes, 2012: 188).



Picture 1 Cycles of Class Room Action Research

Source: Saur Tampubolon (2014: 26)

In this PTK at Siloam Kindergarten Surakarta, there were 20 subjects studied. Data collection instruments in this PTK used tests, and interviews. The test used to measure the extent to which the method applied in the PTK was implemented in the English Language Lesson in speaking skills increased in the cycle. While interviews were used to find out the extent to which respondents participated in learning and teaching activities using the Experiential learning method. Data analysis used is descriptive statistics. While for qualitative analysis using interactive model analysis from Miles and Huberman. In the stages of the analysis are getting, sorting, presenting and concluding data (Djam'an Satori & Aan Komariah, 2012: 39).

FINDING AND DISCUSSION

In the implementation of classroom action research (PTK) collaboration between classroom teachers and researchers runs based on previous observations and preliminary research studies conducted by researchers. On the researcher's note, the problem that arose at Siloam Surakarta Kindergarten was that students had not been able to display what had been written in the previous lesson plan. In the lesson plan, it is written that English learning in speaking skills is according to speaking indicators such as, memorization, understanding, and clarity. The data obtained from the study of the previous pretest was below 50. After obtaining these results, then after going through a review and study of literature related to speaking learning outcomes, the need for learning methods. Based on the review and study of the literature, it is necessary to implement it.

Table 3 Speaking Indicators

No	Indicators	Score
1	Vocabulary	1-5
2	Grammar	1-5
3	Fluency	1-5
4	Pronunciation	1-5
5	Comprehension	1-5

Source: Douglas, H Brown (2004)

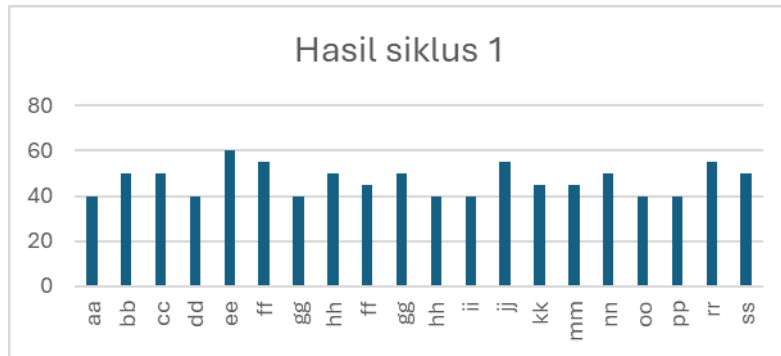
Table 4 Result before Class Room Action Research implemented

Student	Ind 1	Ind 2	Ind 3	Ind 4	Ind 5	Result
Aa	2	1	3	1	4	11
Bb	3	1	2	1	3	10
Cc	2	1	2	1	2	8
Dd	1	1	2	1	2	7
Ee	2	1	2	2	2	9
Ff	2	2	2	2	2	10
Gg	3	2	2	2	2	11
Hh	2	1	2	2	2	9
Ff	2	2	2	1	2	9
Gg	2	2	2	1	2	9
Hh	3	1	2	1	3	10
Ii	1	1	1	1	1	5
Jj	1	1	2	1	3	8
Kk	2	1	3	1	2	9
Mm	2	1	2	2	2	9
Nn	4	1	2	2	2	11
Oo	3	1	2	2	2	10
Pp	3	1	2	1	3	10
Rr	3	1	2	1	2	9
Ss	2	1	3	1	2	9

Source Result of preliminary research

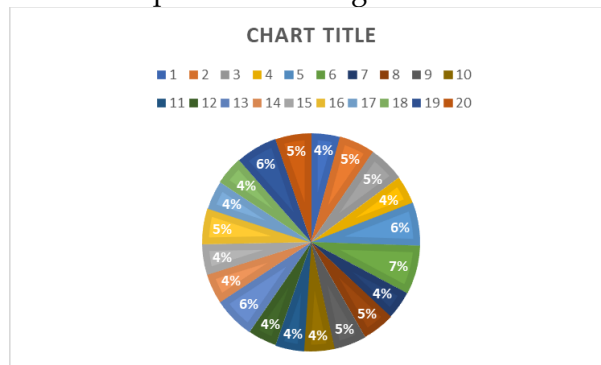
From result above shows that the mean scores on each indicator were not expected as the theory from speaking for each indicator. Each indicator from grammar, pronunciation until comprehension is 1-5 point. From the table above shows that the result is under the minimum score in speaking as usual. From that indication, it needs some treatment to support the marks from the students of Kindergarten Siloam of Surakarta.

The implementation applied to learning problems at Siloam Kindergarten Surakarta uses an experiential method. Experiential learning method consists of several steps for its implementation. The syntax or steps are as follows; real experience, reflective observation, abstract concepts and experimentation. The whole step is carried out according to the implementation of research using the method of classroom action research (PTK). In PTK there are steps that must be taken for its application steps such as planning, implementation, experience and reflection. The four steps are carried out based on the cycle of these activities. Based on the results of this study there are 2 cycles that are exceeded, namely the first cycle and the second cycle. In the first step, the first cycle was carried out on Friday, April 23, 2025, students followed the learning process in the class action research. A total of 20 students in kindergarten A and B, in English lessons merged into one. Based on the results in cycle 1 are as follows;



Picture 2 Histogram
Source: Result of cycle 2

In addition to the results of cycle I in PTK conducted by researchers on research subjects in Siloam Surakarta kindergarten students, the description of the results shown in the Histogram is still not in accordance with the expectations of students, as well as teachers and researchers. Besides that there is percent showing the result. It is below;



Picture 3. Chart Showing the Percents of Cycle 1
Source; Analysed by Excel

There are several things that must be reflected on, both the teaching pattern that uses the model has not been maximized, the class situation and the willingness of students who have not achieved their internal desires still need to be encouraged to learn using experiential methods. The method is assumed to be suitable and appropriate. Then the application of the method the results are described based on the value descriptively described in table 1 below;

Table 5 Descriptive statistic

N	Mean score	Maximum	Minimum	Mode
20	47	60	40	40

Source; Result of Analysis in the first cycle

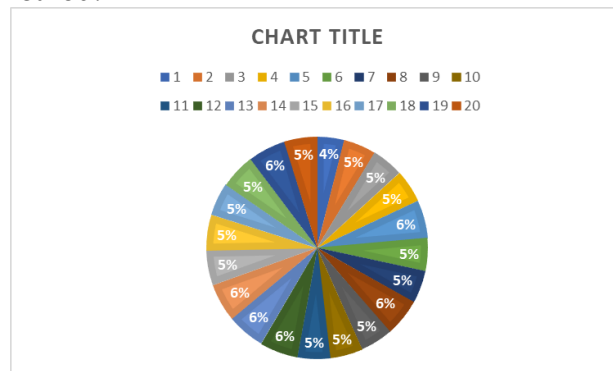
From the above results, a test was conducted that most of the students at Siloam Kindergarten Surakarta had not received the learning targets as previously planned. The PTK process carried out in learning has not been fully implemented using the experiential learning method. These results are also an evaluation of researchers to use experiential learning methods to be fully implemented according to the stages, both PTK itself or the syntax of the

Experiential learning method. Based on the study in the implementation of PTK, it begins with planning, preparation and implementation of PTK in the classroom. After planning, the implementation was carried out using the lecture method and direct practice, interspersed with the Experiential learning method. In the implementation of the speaking practice, the speaking learning process for students in kindergarten, especially Siloam Surakarta Kindergarten, is carried out in an extra-curricular forum.

In practice, there are several problems such as learners' inability to pronounce English correctly. In addition, the understanding of the meaning spoken by learners cannot be accepted by the interlocutor. This is added to the lack of fluency according to the speaking indicators. From the results above listed in the table, researchers and teachers negotiate learning patterns and steps forward for the implementation of cycle 2.

Based on Focus Group discussion (FGD) with the teacher, the researcher formulated the right steps so that in cycle 2 smoothly according to the target. In the FGD, the researcher formulated why the learning actions had not met the learning outcomes. In observations and based on experience and literature review, it is necessary to use methods that meet the demands of the success of students speaking English. In accordance with field conditions and theory-based learning studies, experiential learning methods must be used. The use of experiential learning is based on empirical conditions based on constructivist learning theory.

Based on this theory, the Experiential learning method is designed for the implementation of such learning. In addition to the steps according to learning conditions, this method synergizes with classroom action research (PTK). PTK has learning steps in accordance with the use of the Experiential Learning method. Based on this, the researcher gave directions to the teacher to implement the action. After the FGD between the teacher and the researcher, it was agreed to continue learning in cycle 2 using the Experiential learning method. In the implementation of cycle 2, 20 students participated in learning using the Experiential learning method.



Picture 4. Chart Showing the Percents of Cycle 2
Source: Result Analysed by Excel

The steps in Experiential learning are implemented according to the order of the learning syntax. The real experience stage is carried out by students to connect experiences with the cognitive processes flowing in the minds of these individuals. After the action, Siloam Surakarta Kindergarten learners are required to interpret the observation, this is called the reflection stage. Learners are able to speak English according to indicators related to understanding in the observation. The next stage is the conceptualization stage, in this case the learner and the researcher's observation have taken action according to the understanding based on the situation. This encourages learners to achieve learning targets in the last stage, namely the implementation stage. This stage is that students are able to show their skills in learning so as to achieve learning targets according to plan. The results of cycle 2 in learning using the Experiential learning method are as follows;

Table 4 Descriptive statistic

N	Mean score	Maximum	Minimal	Modus
20	63	70	50	60

Source; result of analysis in second cycle

The results above show that in the speaking test, the targets are in line with the learning outcomes. These achievements were obtained in the learning process in class. In the process of using the Experiential learning method, students follow the direction of the Experiential learning method steps according to the previous instructions. In the early stages of this method is to relate to his new experience, the sense of feeling is used by students to lead to feel what is learned. This competency results in the ability to continue activities in the second process, namely observing and reflecting on what is based on previous experience. From this process, it is continued with the thinking process so that students know the next step of the activity. In thinking, learners are able to act according to what is in their minds based on experience. This process makes students able to show their abilities with an increase in learning outcomes in English compared to before. These results experienced a 30% increase compared to cycle 1 which was only done before experiencing significant improvement. For learning outcomes using the Experiential Learning method, there is a significant increase and individual learning outcomes are described in the Histogram below;



Picture 5 Histogram

Source: Result of Cycle 2

Based on the results above, it shows that cycle 2 experienced many changes. The change in the increase in grades in speaking competency shows that Experiential Learning is effective to encourage learning outcomes to be better than before when not using the method. In addition, the achievement of the cognitive domain became better.

Discussion

Based on the above results, PTK must be carried out not only once in phases or stages. In the implementation in the field, it is evident that the results of the first phase or cycle have not been able to encourage the success or achievement of learning objectives. Although the use of the Experiential Learning method was implemented in the learning of speaking in English, but not solely the achievement was successful. This is evidenced in the findings in the field on the acquisition of the first cycle test results. There are several things that must be observed carefully, according to Tri Utami Widayati et al (2024), PTK cannot stand alone without using tools in the form of methods or implementation of learning models or media that can encourage successful learning.

The implementation of PTK consists of the stages of planning, activities, observation and reflection must be implemented together with the method carried out by Lindawati (2019) with the research title "Application of experiential learning model to improve short story writing skills". In this study, it provides an opportunity, namely the appearance of PTK with the synergy of the stages of the method and the stages of PTK along with the cycles. The planning process and support with appropriate practices in the classroom. Modern learning provides ease of achievement thanks to the support of certain media or methods that are able to encourage active students and try to understand the KBM process (Amelia Putri Wulandari et al, 2023).

Apart from the existing results, the impact of learning on the application of experiential methods cannot be separated from the achievement of cognitive competencies (I Wayan Wijaya et al, 2015). However, it is not smooth when the method is implemented without paying attention to the attitude of students who cannot be organized in carrying out the PTK. The thing that comes after the method is implemented in addition to the learning impact is the

presence of a good attitude as an accompanying impact / nurturant effect. This is what can encourage the achievement of success in learning (John W. Santrock, 2008: 390; Siti Umroh, 2022).

Regardless, the process of good Teaching and Learning Activities (KBM) always begins with planning, implementation of observation and reflection. The four flows are also part of PTK. The whole implemented is able to synergize with the presence of experiential methods that are always present for students, especially in Siloam Kindergarten because the cognitive process of kindergarten students is achieved when experiential habits are able to unravel in English language learning activities speaking skills.

This achievement is encouraged by presenting the stages of experiential methods that regularly appear directly when kindergarten students are triggered to bring up competencies with experiential support. This experience-based is able to provide something new to the past learning that has been experienced by these learners. Especially in the KBM process of speaking skills, learners immediately display novelty based on past things or are encouraged by new triggers in learning.

Research by Singgih Prastawa et al, 2024 entitled "Implementation of Experiential Learning Method to Improve Cooking Skills in PPA (Action Research in PPA IO 935 Air Hidup GSJA Injil Sepenuh Surakarta)" shows that experience is very meaningful in learning, especially in learning that is assessed by performance tests. In the learning process, it is explained that the process in the Experiential learning method is very useful for presenting the ability to think armed with experience. Starting from experience, it will bring previously hidden knowledge and emerge when needed.

Based on the results of previous research and some theoretical reinforcements and results in the field, experiential learning methods provide opportunities to bring out the abilities that have been experienced and encourage to do more thinking or actions according to previous experiences. This is evidenced by the improvement in grades from below 60 to above 60.

CONCLUSION

Based on the results and discussion, it can be concluded that learning in Siloam Surakarta Kindergarten has generally been carried out well and in accordance with lesson planning, yet English learning, particularly in speaking skills, still requires more effective methods to achieve better outcomes. The lecture method previously applied tended to be monotonous, less engaging, and limited in motivating students, whereas the implementation of the Experiential Learning method has proven effective in improving students' English-speaking skills. This effectiveness is evident from the comparison of learning outcomes before and after applying the method, where post-test results show a significant increase with an average score above 50. The Experiential Learning method, through its stages of real experience, observation and reflection, conceptualization, and active experimentation, successfully enhances students' speaking abilities, and when combined with classroom action research (PTK), it further supports the effective implementation and success of English learning at Siloam Surakarta Kindergarten.

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