

**UTILIZATION OF INTERACTIVE LEARNING MEDIA CANVA IN
MASTERING ARABIC VOCABULARY CLASS X MADRASAH ALIYAH
MA'ARIF 03 SEPUTIH BANYAK**

Maratus Sholekhah¹, J. Sutarjo²

^{1,2}*Institut Agama Islam Negeri Metro, Indonesia*

¹maratussholekhah06@gmail.com; ²j.sutarjo@metrouniv.ac.id

ABSTRAK

Tujuan penelitian ini untuk mendeskripsikan persepsi guru tentang penggunaan aplikasi Canva dalam mendukung pembelajaran bahasa Arab khususnya dalam penguasaan kosakata. Metode yang digunakan adalah metode deskriptif kuantitatif, yang mana data tersebut diperoleh melalui penyebaran angket serta observasi dalam kelas. Analisis data menggunakan deskriptif kuantitatif. Hasil penelitian ini menunjukkan bahwa pemanfaatan aplikasi Canva dapat mendukung pembelajaran bahasa Arab di dalam kelas. Aplikasi Canva dapat menjadi alternatif yang efektif dalam meningkatkan kualitas pembelajaran bahasa Arab. Penggunaan aplikasi ini dapat membantu guru dalam membuat materi pembelajaran yang menarik dan mudah dipahami. Hal ini disebabkan karena pembelajaran bahasa Arab memerlukan pendekatan kreatif dan inovatif agar anak lebih mudah dipahami dan menyerap materi pelajaran. Salah satu solusi untuk meningkatkan efektivitas pembelajaran bahasa Arab adalah dengan menggunakan teknologi digital, seperti aplikasi Canva ini.

Kata kunci : media pembelajaran, canva, kosakata

ABSTRACT

The purpose of this study is to describe teachers' perceptions about the use of Canva applications in supporting Arabic language learning, especially in vocabulary mastery. The method used is a quantitative descriptive method, where the data is obtained through the distribution of questionnaires and observations in class. Data analysis uses quantitative descriptive. The results of this study show that the use of the Canva application can support Arabic language learning in the classroom. The Canva app can be an effective alternative in improving the quality of Arabic language learning. The use of this application can help teachers in creating interesting and easy-to-understand learning materials. This is because learning Arabic requires a creative and innovative approach so that children are easier to understand and absorb the subject matter. One solution to increase the effectiveness of Arabic learning is to use digital technology, such as this Canva application.

Keywords : learning media, canva, vocabulary

INTRODUCTION

Education often refers to the teaching and learning process to create effective communication between teachers and students.(Fahrur Nisak et al., 2022) Learning becomes a structured blend involving human aspects, equipment, procedures and materials that influence each other learning objectives can be achieved. The learning process results from the interaction between individuals and their environment. Thus learning can take place anytime and anywhere. In addition, teachers play an important role in the learning process.(Isbell et al., 2018) Without teacher guidance and direction, students' knowledge and character development may be limited.(Devianti et al., 2020) One way for students to increase their knowledge abilities and potential is through continuous learning.(Groccia, 2018)

Technology is a man-made system to improve skills, help activities and provide various conveniences.(Elas et al., 2019) Today, technology has become an inseparable part of our daily lives, especially among the younger generation of Indonesia.(Gonadi, 2017) The use of technology in teaching can motivate and motivate students to learn quality. Technology has become an important tool for enriching and enhancing learning. With the help of technology, there are various methods and tools that can be used to achieve the goal of learning Arabic effectively and efficiently.(Sholekhah et al., 2024) Technology can help develop spoken and written Arabic skills and enable more interactive and engaging learning for students. In addition, technology can provide access to a wide and diverse range of learning resources so that students can learn Arabic in a broader and meaningful context.

Technology plays a very important role in learning the language component and language skills in general. One of the advantages of technology in language learning is its ability to provide broad access to various learning resources, such as language learning applications, educational websites, and online learning platforms. One tool that can be used to support learning is the Canva application.(Abiodun et al., 2018) Canva is known for its excellence in creating engaging and interactive learning materials especially for early childhood Arabic language learning.(Ulum &

Mun'im, 2023) Canva is a user-friendly graphic design application that can be used by anyone without the need to draw. graphic skills. Offers a variety of features that help users create engaging and interactive learning materials, such as templates, collaborative features, multimedia options, and integration with online learning platforms.(Pujasari & Ruslan, 2021) Canva also provides multimedia features that allow users to insert images, videos, and audio into learning materials. (Rahayu et al., 2021) These features help students better understand the learning material and make learning more interactive.

Foreign language learning cannot be separated from vocabulary or raw data that is the beginning of student language learning. A good knowledge of a foreign language is manifested if a person knows the vocabulary of that language well. Learning Arabic is not easy because Arabic is a foreign language for students, especially for Indonesian students. The difficulty of students in applying Arabic in everyday life is due to the fact that the language of students is mostly Indonesian.

The use of engaging media can reduce students' perception of boring Arabic lessons. The development of increasingly advanced technology will certainly affect the diversification of the learning environment. In this digital era, teachers must be able to use technological advances wisely to support the learning process of Islamic religious education, especially to improve the mastery of student mufradaat at the Class X level of Madrasah Aliyah. (Arfandi, 2020).

In learning Arabic, students must be able to acquire and expand their Arabic vocabulary, otherwise called mufradat (Afaria, 2020). Skills are usually acquired through receptive skills namely listening and reading, followed by productive skills namely speaking and writing, then expanded in the form of development and application. Mastery of the correct Mufradat will facilitate students in the use of Arabic. In addition, mastery of mufradat can support student success in four Arabic language skills, namely reading, writing, listening and speaking. So that students do not easily forget the

information learned, learning media is needed that allows students to repeat information repeatedly. (Oktavia et al., 2023)

With today's technological advances, it is expected that every teacher and student understands technology as an effort to improve the quality of education. One good and effective learning method following the development of learning technology is the use of educational media to help the teaching and learning process. (Azzikri, 2019) By using educational resources as a reference in the teaching and learning process, teachers and students can apply them. learn to acquire new skills. Educational media is a tool that teachers can use to convey a subject to students, which is expected to attract students' attention and desire to learn, so that learning runs optimally and effectively.

Educational media is an integral part of the education system, therefore the use of educational media affects student learning outcomes. The key to the success of pleasing learning lies in the teacher's ability to plan and implement learning models.(Nurrita, 2018) Learning media is part of the curriculum whose existence cannot be avoided. Without media education, this will not work as well as it could. Media is like a means to deliver educational material given to students so that learning is more meaningful while increasing student interest and motivation to learn. Learning effectiveness is realized through the existence of a learning environment. Learning from media that is not aligned with student interests will cause student learning outcomes to be less than optimal. Therefore, an interesting and effective learning environment is needed to convey information, messages or lesson content (Nurrita, 2018). Learning media, especially Arabic language learning, is very important to pay attention to when delivering mufrad material in class. If media studies really attract attention, gradually students will be interested in Arabic lessons.

Therefore, teachers must have a special method of learning Arabic, especially to control the dates of students' mufra. One of the media that teachers can use in this regard is Canva. Canva is a web-based graphic design app that allows teachers to design learning materials using templates, posters,

videos, infographics, and even presentation resources. The number of attractive Canva templates can facilitate the delivery of teaching materials by teachers including mufradate learning so that students do not get bored easily and learning becomes more effective and fun (Permata Puspita Hapsari & Zulherman, 2021).

With the Canva application, it is hoped that Arabic teachers can use this application as a tool in the learning process. To design, teachers only need to add text, images, choose templates and fonts that are already available in the Canvas. The unique and attractive design of the Canva application makes it easier for students to learn the material and also makes students more focused on delivering material from the teacher. There is a significant relationship between students' enthusiasm for learning and the learning environment they use, especially when the fluency mastery of grade X students increases in Arabic language learning. By paying attention, the enthusiasm for student learning will be high when teachers use educational media optimally in learning. Ideally, student morale will be low if teachers use learning media sparingly.

Descriptive qualitative methods were used in this study. Bogdan and Taylor define qualitative research as a research procedure that produces descriptive data about the observed party's behavior in the form of written or spoken sentences. This qualitative data was created by analyzing the notes taken during the study in the form of interviews and field notes. This qualitative descriptive method retells the statements of researchers and informants. Canva in this case we use to increase Arabic vocabulary or mufradate of grade X Madrasah Aliyah students. Interview data obtained from Madrasah Aliyah teachers are presented in the form of descriptions using easy-to-understand sentences.

DISCUSSION

Based on the results of the study, it is known that the mastery of Mufradat in Class X students, especially at the Madrasah Aliyah level, is still very low. This happens because teachers are less than optimal in providing

unstructured learning material to their students. The material presented seems boring for students because many teachers use makeshift tools such as modules or study guides. In addition, educators still do not know how to optimally utilize technological media developed in this era to support learning. In the future, teachers are expected to be able to provide an understanding of Arabic Mufrada to students using available technical resources, because students can easily understand and pronounce Arabic sentences when understanding Mufrada. Students will then know how to write Arabic without using Latin letters.

From the description above, it can be seen that not all Arabic teachers come from pesantren, so they lack mastery of teaching methodology and Arabic theory. Therefore, the discipline needed by teachers in language learning is not met. (Rajak, 2020) Therefore, an attractive learning environment and the utilization of technology are needed to overcome learning barriers. The use of technology media can also provide opportunities for students to control learning without having to rely on teacher explanations. The technological resource that can be used in this case can be the Canva application (Antono, 2024) This Canva application is a web-based application, in other words using the internet network in the process of using it. This application offers a variety of interesting models that can be used in learning in schools. The use of this program helps students understand the lesson independently, even if the teacher explains very little. In addition, the purpose of using this application in the teaching and learning process is to ensure students are able to master the material or learning material independently (Irkhamni et al., 2021). Learning mufradat is still small and usually boring for Madrasah Aliyah level students, many students are still bored in mastering mufradat. Therefore, to overcome these problems, a learning method is needed that uses unique and interesting technological media, in this case using the Canva application.

The lack of technology and the use of media that are still considered outdated make teachers prefer practical methods or just lecture methods when leading learning. (Permata Puspita Hapsari & Zulherman, 2021) Therefore,

in the era of the Industrial Revolution 4.0, teachers must use as many forms of educational media as possible to deliver different learning materials to students. Providing good material to students is seen as providing a pleasant learning environment for students. For example, teachers use videos at the beginning of learning that can attract students' attention to the material presented (Helmanto, 2020).

In teaching aids, illustrative effects must be considered so that students can understand the presentation of the material well. Therefore, a learning environment is needed that is in accordance with the learning objectives themselves and facilitates the understanding of lessons and does not make bored in learning (Resmini et al., 2021). Wiratmojo and Sasonohardjo said there are many choices of media that can be used according to conditions, time, cost and actual learning objectives.(Astuti, 2021) Among these media, teachers can improve their mastery of the meaning of grade X Madrasah students. The Canva Ibtidayah Student Application is a presentation tool. This presentation resource can help learn Arabic mufradat through abstract material concepts. In this presentation media, teachers can display pictures and videos to be used as a picture of their lives to deliver material to students.

Using Canva's design app is very easy because it has several design options. In this case, to improve the mastery of mufradat students at the Class X level of Madrasah Aliyah. Canva's unique design helps teachers deliver material to students with ease. With Canva as an online application, learning media can be designed using various templates available. This Canva app is free and professional or paid. Here are the advantages and disadvantages of the Canva application(Smith, 2018);

The advantages of the Canva application include an attractive selection of templates. App users only need to select the shape, color, size, text, and other elements needed to draw the image; Allows anyone to create the design they want or need, such as posters, testimonials, videos, wallpapers, presentations, and more that Canva offers. Users can use their creativity to design anything they want or need; Easily accessible, this application is easy to use for all people because it can be obtained both through Android and

laptops. If you are using Android, the application will be downloaded through Playstore. If you're using a laptop, you can do so without downloading using Chrome or Canva's online link.

The disadvantages of the Canva application are as follows: This application is based online or relies on the internet network in the design process. So this application cannot support the design process if it is offline or without an internet network; In this Canva application there are pro or paid templates so if we want to use it then we have to pay first. But users don't need to worry because they can still use template which is available for free in this application.

The use of the Canva application is one option that can increase student enthusiasm, especially when facing deadlines. Canva if used wisely will result in the following: Eliminate student boredom while studying; Increase student learning motivation, especially in mastery of mufradat; Develop your own creativity for teachers and students; Achievement of effective and enjoyable learning objectives.

The Canva application provides various templates that can be used to improve students' mastery of mufradat in the process of learning Arabic. One of the things provided by the Canva application is a presentation template. Educators can use it as a medium for delivering mufradat material to students through presentation media provided by the Canva application. If the teacher adds visuals in the presentation, it will attract more students' attention during the process of delivering mufradat material. In this case, the use of the Canva application can be realized to increase student enthusiasm in mastering Arabic mufradat. The emergence of this encouragement is due to the interest and interest of students in the learning media used by the teacher. The use of the Canva application in learning Arabic contains several reasons, including the first is the impact of the industrial revolution 4.0 where students are directed to have mastery of new skills through technology. Furthermore, it is as visual literacy and a means for students in Arabic lessons (Rainbow, 2020). In Arabic language learning, especially in increasing mastery of mufradat, students are not only fixated on books and written texts that they are used to

seeing, but in this case how visual literacy in the Canva application is used by teachers and students by pouring directly their thoughts, creativity, and emotions using colors, atmosphere, images, and other symbols that can be used through design in the Canva application (Permata Puspita Hapsari & Zulherman, 2021)

With the description presented in this study, it is expected to be able to provide positive lessons, namely in the teaching and learning process in Madrasah Aliyah, it is hoped that an application that has been widely provided can be utilized as much as possible as a technology-based learning media.

The way to use the Canva application includes creating an account, creating designs, adding text, selecting and editing backgrounds, as well as downloading and sharing design results. Here are the steps to use the Canva application;

1. Search for the canva website <https://www.canva.com> on google chrome, then download the canva application.

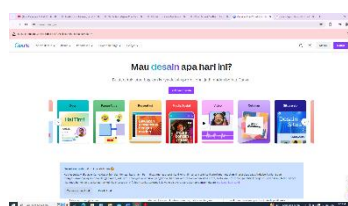


Figure 1. Canva home view

2. Making the Canva application, for registration can use a registered Google account or through a Facebook account or learning ID account.

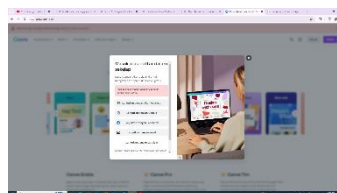


Figure 2. Display Account Options for Registration

3. The initial view of the Canva application when completing registration. In this section there are options for using accounts such as for personal needs, teacher needs, student needs, business purposes, and others.

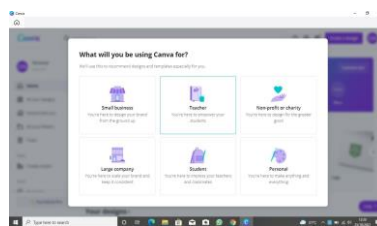


Figure 3. Canva home view

4. Template display, in this section there are many choices of templates that can be designed according to the needs needed. Among them are templates for presentations, posters, videos, and others.

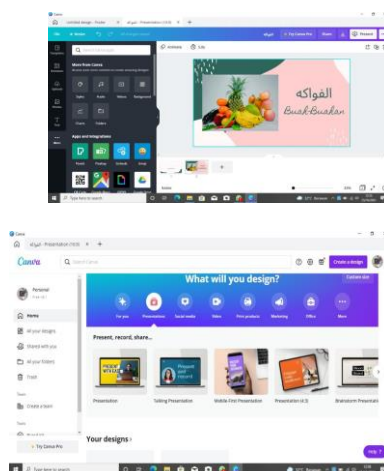


Figure 4. Canva Template Display

5. Background display, in this section there are many background options that can be used in designing as desired.

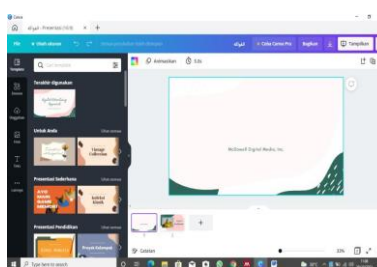


Figure 5. Background Display

6. The form of use of the canva application. Here is one form of using the Canva application in the form of presentation templates for learning mufradat in learning Arabic. In the section there

are many menu options for designing such as adding audio, adding images, font choices, and others.

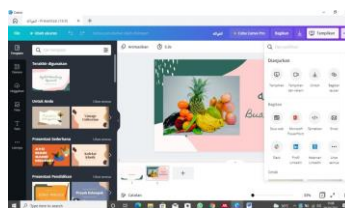


Figure 6. Canva design example in the form of a presentation template

7. Save the design results from Canva. After finishing designing, the last step is to save the design that has been made by clicking the down arrow, thus the design results will be automatically saved in your file.

CONCLUSION

From the results and description, it can be concluded that learning media is needed to support the success of an education, especially in increasing the mastery of mufradat of grade X students at the Madrasah Aliyah level in learning Arabic. In this era, the media presented prioritizes technology to be implemented in the world of education, including in Arabic lessons. Media as a support or as a tool in the process of delivering knowledge, as well as honing the creativity and skills of students in learning at school. Canva application as one of the online applications that can be used for educational purposes such as designing learning media with various templates available. The use of the Canva application attracts the attention and interest of students when learning because the material presented is interesting and does not seem boring.

REFERENCES

- Abiodun, O. I., Males, A., Omolara, A. E., Dada, K. V., Mohamed, N. A., & Arshad, H. (2018). State-of-the-art in artificial neural network applications: A survey. *Heliyon*, 4(11), e00938. <https://doi.org/10.1016/j.heliyon.2018.e00938>
- Afaria, Z. (2020). The Effect of the Matriculation Program on the Arabic Language

- Skills of New Arabic Language Education Students. *Tatsqifiy: Journal of Arabic Language Education*, 1(2), 101–111. <https://doi.org/10.30997/tjpba.v1i2.2803>
- Antono, I. (2024). Arabic language learning technology and characteristics. *Ar-Raihan Journal of Madrasah Ibtidaiyah Education*, 1(1).
- Arfandi, A. (2020). Utilization of learning media in improving the quality of learning in schools. *Edupedia*, 5(1), 65–77. <https://doi.org/10.35316/edupedia.v5i1.882>
- Astuti, S. P. (2021). The use of Canva Design as a learning medium for static electricity physics courses. *Navigation Physics : Journal of Physics Education*, 3(1), 8–15. <https://doi.org/10.30998/npjpe.v3i1.563>
- Azzikri, M. H. (2019). Development of M-Dictionary of Research Terms in Arabic for Arabic Language Education Students of Semarang State University. *LISANIA: Journal of Arabic Education and Literature*, 3(2), 128–142. <https://doi.org/10.18326/lisania.v3i2.128-142>
- Devianti, R., Sari, S. L., & Nobility, I. (2020). Character Education for Early Childhood. *MITRA ASH-SHIBYAN: Journal of Education and Counseling*, 3(02), 67–78. <https://doi.org/10.46963/mash.v3i02.150>
- Elas, N. I. B., Majid, F. B. A., & Narasuman, S. A. (2019). Development of Technological Pedagogical Content Knowledge (TPACK) For English Teachers: The Validity and Reliability. *International Journal of Emerging Technologies in Learning (IJET)*, 14(20), 18. <https://doi.org/10.3991/ijet.v14i20.11456>
- Fahrudin Nisak, F., Munawaroh, H., & Abbas, S. (2022). The Effect of "Kids Moderations" Interactive Multimedia on Religious Moderation Attitudes in Early Childhood. *Indonesian Journal of Early Childhood Educational Research (IJE CER)*, 1(1), 38. <https://doi.org/10.31958/ijecer.v1i1.5811>
- Gonadi, L. (2017). The Development of Early Childhood E-Port In The Implementation Of Authentic Assessment In Early Childhood Institutions. *Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)*. <https://doi.org/10.2991/icset-17.2017.90>
- Groccia, J. E. (2018). What Is Student Engagement? *New Directions for Teaching and Learning*, 2018(154), 11–20. <https://doi.org/10.1002/tl.20287>
- Irkhamni, I., Izza, A. Z., Salsabila, W. T., & Hidayah, N. (2021). Utilization of Canva as an E-Module for Mathematics Learning for Student Learning Interests. *University of Pekalongan Education Scientific Conference 2021*, 127–134. <https://proceeding.unikal.ac.id/index.php/kip/issue/view/12>

- Isbell, E., Calkins, S. D., Swingler, M. M., & Leerkes, E. M. (2018). Attentional fluctuations in preschoolers: Direct and indirect relations with task accuracy, academic readiness, and school performance. *Journal of Experimental Child Psychology*, *167*, 388–403. <https://doi.org/10.1016/j.jecp.2017.11.013>
- Nurrita, T. (2018). Development of learning media to improve student learning outcomes. *MISYKAT: Journal of the Sciences of the Qur'an, Hadith, Shari'ah and Tarbiyah*, *3*(1), 171. <https://doi.org/10.33511/misykat.v3n1.171>
- Oktavia, L., Saefuloh, H., & Wahyudin, W. (2023). The Effect of Using Canva Application Learning Media in Improving Arabic Vocabulary Mastery. *EL-IBTIKAR: Journal of Arabic Language Education*, *12*(2), 189. <https://doi.org/10.24235/ibtikar.v12i2.15238>
- Rainbow, G. (2020). Utilization of the Canva application as a medium for learning Indonesian language and literature at the high school / MA level. *Sasindo Unpam Journal*, *8*(2), 79–96. <http://www.openjournal.unpam.ac.id/index.php/Sasindo/article/view/8354>
- Gems Puspita Hapsari, G., & Zulherman. (2021). Analysis of Canva Application-Based Animation Video Media Development Needs in Science Learning. *PSEJ (Pancasakti Science Education Journal)*, *6*(1), 22–29. <https://doi.org/10.24905/psej.v6i1.43>
- Pujasari, R. S., & Ruslan, R. (2021). Utilizing canvas in technology enhanced language learning classroom: A case study. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *8*(1), 42–54. <https://doi.org/10.36706/jele.v8i1.14240>
- Rahayu, W. P., Zutiasari, I., & Munadhiroh, S. (2021). *Learning Media of Canva Based on Flipbook in the Subjects of Creative Products and Entrepreneurship to Improve Students' Digital Technopreneurship Competence*. <https://doi.org/10.2991/aebmr.k.210616.033>
- Rajak, A. (2020). *Methodology of Arabic language learning in Madrasas*.
- Sholekhah, M., Amrullah, M. K., Fakhurrozy, M. I., & Mustofa, A. (2024). Theoretical basis of Arabic learning technology. *ILJ: Islamic Learning Journal*, *2*(2), 489–508.
- Smith, D. (2018). Creating Content. In *Growing your Library Career with Social Media* (pp. 111–128). Elsevier. <https://doi.org/10.1016/B978-0-08-102411-9.00007-8>
- Ulum, M., & Mun'im, A. (2023). Writing Assistance Through Canva Application for Class IX Students of SMP Mambaul Ihsan Gresik. *Journal of Research and Community Service*, *1*(1), 10–19. <https://doi.org/10.61231/jp2m.v1i1.34>