

The Effectiveness of Using Canva as a Medium for Learning Arabic Today

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ABSTRACT

The rapid development of digital technology requires teachers to continue to innovate in creating interesting learning that is in accordance with the character of today's students. In the context of learning Arabic at SMP Bintang Siswa Islamic Boarding School, the use of the Canva application is one of the effective and creative alternatives to digital media. This study aims to find out the extent to which the use of Canva can improve the quality and motivation of students in learning Arabic. The method used is field research with a qualitative approach through observation, interviews, and analysis of learning processes and outcomes in the classroom.

The results of the study show that the use of Canva as a learning medium is able to attract students' interest and enthusiasm in taking Arabic lessons. In addition, Canva makes it easier for teachers to compose visually appealing teaching materials and to convey Arabic concepts more communicatively and efficiently. This application also has a positive impact on students' writing skills and vocabulary through interactive and fun activities. Thus, Canva-based learning media can be a relevant and effective innovation in supporting Arabic language learning at the boarding school-based junior high school level.

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Introduction

The development of science and technology in the current digital era has a huge impact on all aspects of human life, including in the field of education. The digital era is characterized by the rapid flow of information that crosses the boundaries of space and time. This major change requires every individual, especially educators, to be able to adapt to various innovations so that the learning process remains relevant and effective in the midst of rapid technological advances.

In the context of modern education, teachers not only play the role of delivering material, but also as facilitators who are able to create an active, creative, and fun learning atmosphere. One of the important efforts to realize this is to develop technology-based learning media that can increase student engagement and learning motivation. Learning media functions as a means that helps teachers

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deliver material more effectively and efficiently, so that the teaching and learning process is not left behind by the advancement of science and technology (IPTEK).

Over time, the learning process has undergone many changes, both in terms of approaches, strategies, and the media used. Learning that was originally teacher-centered is now starting to shift to student-centered learning, with the support of digital technology that facilitates interaction, collaboration, and access to learning resources. This is in line with the demands of the Industrial Revolution 4.0 which emphasizes the importance of digital competence for all sectors, including education. Teachers are expected to be able to utilize digital technology in the learning process, so that students not only understand the subject matter but also have 21st century skills such as critical, creative, and communicative thinking.

Learning media is one of the important elements in the success of the educational process. According to Sanaky (2009), the media functions as a tool for educators in conveying learning messages so that they can be accepted and understood by students more easily and quickly. Through the right media, teachers can turn monotonous learning into more interesting and meaningful. Thus, the use of learning media is not only a visual aid, but also a strategy to improve the quality of learning outcomes.

The application of technology in the world of education plays an important role in facilitating the teaching and learning process to be more efficient and contextual. In the era of the Industrial Revolution 4.0, a teacher must be able to adapt to technological developments and integrate them into the learning process. This is in line with the views of Rosalinda & Syafriansyah (2022) who stated that digital media is a form of educational innovation that can improve students' learning skills and motivation, while supporting competency-oriented learning goals.

As an Arabic teacher at SMP Bintang Siswa Islamic Boarding School, I realize that learning Arabic is often perceived as a difficult and uninteresting lesson for some students. This is due to the complex characteristics of the Arabic language and the gap between conventional teaching methods and the learning styles of today's digital generation. Therefore, innovation is needed in the delivery of material so that students can learn in a more fun and meaningful way.

One of the solutions that can be used is the application of **Canva-based digital learning media**. Canva is an online graphic design app that provides a variety of templates for presentations, posters, flyers, infographics, and a variety of other visual formats. This application is easily accessible, intuitive, and provides a variety of interesting visual elements, so it is very helpful for teachers in designing interactive and aesthetic learning media.

Research conducted by Triningsih (2021) states that Canva makes it easier for educators and students to participate in the technology-based learning process. The design produced through Canva has been proven to increase students' interest and motivation to learn because of the presentation of more interesting and varied material. In the context of learning Arabic, Canva can be used to create educational comics, vocabulary infographics, mufradat cards, and interactive presentation media that visually depict sentence structures and nahwu-sharaf rules.

Canva has many advantages that are relevant to modern learning needs. First, Canva allows teachers to quickly design learning materials without the need for special design skills. Second, this application supports visual literacy learning, where students can learn through a combination of text and images that facilitate the understanding of concepts. Third, Canva is collaborative in that it allows students to participate directly in the creation of learning media, for example through Arabic poster design projects or digital vocabulary cards.

In addition, Canva can be accessed via both laptops and mobile devices, both for free and paid. Its complete features such as Arabic text settings, color options, educational icons, and integration with other media make Canva a flexible tool to support students' various learning styles. Using Canva, teachers can create Arabic learning that is more alive and in line with the digital world that young people are familiar with.

Language is the main means of human communication and conveying ideas, ideas, and feelings. In the context of Islamic education, Arabic has a special position because it is the language of the Qur'an and the main source of Islamic scientific literature. According to Hermawan (2011), learning Arabic includes four main skills, namely listening (maharah istima'), speaking (maharah kalam), reading (maharah qira'ah), and writing (maharah kitabah). These four skills are interrelated and must be developed in a balanced manner so that students can master Arabic comprehensively.

However, learning Arabic at the junior high school level often faces challenges, such as low interest in learning students and limitations in interesting media. As a teacher in a boarding school environment, I see that the use of conventional media such as textbooks and whiteboards is often less able to attract students' attention. Therefore, the use of digital media such as Canva is important to change the rigid learning paradigm to be more dynamic, visual, and interactive.

The use of Canva in learning Arabic can be done through various forms of creative activities. For example, teachers can invite students to make mufradat posters with certain themes, design simple conversation comics using new vocabulary, or make infographics of Arabic sentence structures. Thus, learners not only learn language theory, but also apply it in meaningful visual contexts.

Through this kind of activity, learning becomes more participatory and contextual. Students are trained to think creatively while understanding the use of Arabic in daily life. In addition, the learning process with Canva also provides a project-based learning experience that encourages collaboration and individual responsibility.

Technological advances in the digital era provide a great opportunity for educators to innovate in the learning process, including in the teaching of Arabic. The use of digital media such as Canva not only helps teachers in presenting material in an attractive and effective manner, but also fosters students' motivation and creativity. In the context of learning Arabic at SMP Bintang Siswa Islamic Boarding School, Canva can be used as an interactive and fun learning medium.

By integrating technology into Arabic language learning, it is hoped that learners will not only understand the linguistic aspects of the language, but also have 21st-century skills that are relevant to the needs of the times. Canva-based learning is proof that technological innovation can be in line with Islamic educational values, creating a knowledgeable, creative, and noble generation.

Method

The research method used in this study is a field research method with a qualitative approach. This field research was conducted to directly observe phenomena that occur in the natural environment without any manipulation of the conditions studied. Primary data was obtained directly from learning activities at SMP Bintang Siswa Islamic Boarding School, so that the information collected reflected real and objective conditions in the field.

A qualitative approach is used to deeply understand the Arabic language learning process by utilizing digital media, especially the Canva application. Through this approach, the researcher acts as the main instrument that conducts observations, interviews, and analysis of the phenomena found. The goal of this approach is to gain a comprehensive understanding of how digital media, such as Canva, can improve the effectiveness and appeal of Arabic learning for learners.

The data collection technique is carried out through three main stages, namely observation, interviews, and documentation. Observations were made on the Arabic learning process in the classroom to see firsthand how digital media is applied by teachers and how students respond to its use. Interviews were conducted with several teachers and students to explore their experiences, perceptions, strengths and weaknesses in the application of Canva media as a learning tool. Meanwhile, documentation is used to complement the data obtained, such as student work, photos of learning activities, and observation notes.

The selection of field research methods with a qualitative approach is based on the need to understand the learning process in depth, not just measure the results. Thus, this study is expected to provide a comprehensive overview of the effectiveness of the use of Canva in Arabic language learning and contribute to the development of more innovative and interactive digital learning media in the Bintang Siswa Islamic Boarding School environment.

Results

This research was carried out at SMP Bintang Siswa Islamic Boarding School located in Bogor in the even semester of the 2024/2025 school year. The subjects of this study are grade VII students who participate in Arabic language learning, while the research informants consist of Arabic teachers and several students who are directly involved in learning activities using digital media. The researcher chose this school as the research location because the researcher is one of the Arabic teachers at the institution and has an interest in studying more deeply the effectiveness of the use of Canva-based digital learning media in increasing students' interest in learning and understanding of Arabic.

The selection of the Canva app was based on the need to provide a more interactive and engaging learning atmosphere amid the rapid development of digital technology. Traditional learning media such as whiteboards, textbooks, or lecture methods are often considered monotonous by students, thus reducing their motivation and participation in the learning process. Through Canva, teachers can design visual materials, infographics, learning comics, and interactive slides that are creatively packaged and easily accessible through both laptops and smartphones. This media also allows teachers to add elements of color, images, and animations that make the delivery of Arabic material more contextual and attract students' attention.

In the research process, Arabic teachers used Canva to deliver subject matter around vocabulary (mufradat), simple sentence structure (number of mufidah), and introduction to fi'il and isim. Each material is developed in the form of digital educational comics that contain illustrations of everyday conversations and situations, so that students can understand the context of language use more naturally. This learning is carried out in the classroom with direct guidance from the teacher, using projector devices and presentation screens, while students are also given the opportunity to access the material independently through the Canva link shared by the teacher.

The research method used is field research with a qualitative approach. This approach was chosen because the research focuses on an in-depth understanding of learning phenomena that occur naturally in the classroom, rather than on statistical measurements. The researcher conducted direct observations, semi-structured interviews, and documentation during the learning process. Observations are used to record student behavior, participation, and responses while using Canva media. Interviews were conducted with Arabic teachers and several students to find out the perceptions, benefits, and obstacles to the use of the media. Meanwhile, documentation is used to collect visual evidence in the form of photos of activities, learning media design results, and records of student learning outcomes.

Based on the results of observations and interviews, it was found that the use of Canva media in learning Arabic had a positive influence on students' enthusiasm and engagement. Most students stated that learning to use Canva felt more fun compared to conventional methods. The attractive visual appearance and the presence of image elements make it easier for them to understand the meaning of vocabulary and sentence structure. Some students also mentioned that this medium helps them remember lessons longer because the information is presented visually and in color.

The Arabic teacher who was the informant also gave a positive response to the use of Canva. According to him, this media is very helpful in explaining the grammatical concepts of Arabic which are abstract to be more concrete and easy to understand. Canva also makes it easy for teachers to create teaching materials without having to have complicated design skills, as the app provides tons of ready-made templates that can be customized to suit your needs. In addition, teachers can provide direct feedback to students through work created in Canva, such as in a conversation comic assignment or vocabulary infographic.

However, this study also found several obstacles in the application of digital media. One of them is the limited internet network in some areas of the school which sometimes hinders access to Canva, especially when all students are using it at the same time. In addition, there are still a small number of students who are not used to using digital devices for academic purposes, so they need more intensive assistance from teachers. Another obstacle is the limited time in preparing interesting and relevant digital materials, because teachers have to adjust them to the learning outcomes in the Merdeka curriculum.

However, these obstacles can be overcome thanks to the support of the school which provides Wi-Fi facilities, projector devices, and training on the use of digital media for teachers. This support is an important factor in the successful implementation of Canva-based learning. In addition, collaboration between teachers in sharing ideas and materials also enriches the variety of learning media used in the classroom.

Overall, the results showed that the application of Canva in Arabic language learning at SMP Bintang Siswa Islamic Boarding School succeeded in increasing students' learning motivation, active participation, and conceptual understanding. This media not only makes it easier to deliver material, but also encourages teachers' creativity in developing interesting learning methods. Through Canva, the process of learning Arabic can be transformed into activities that are more lively, visual, and in accordance with the character of today's digital generation.

Thus, this study confirms that Canva is one of the effective learning media innovations to be applied in Arabic language learning at the junior high school level, especially in boarding school environments that require creative and contextual methods so that students remain motivated to learn foreign languages actively and fun.

Conclusion

Based on the results of observations of grade VII students at SMP Bintang Siswa Islamic Boarding School, data was obtained that the use of the Canva application in learning Arabic was able to foster a high sense of enthusiasm and interest from students. They feel that Canva is a modern and innovative learning medium that is in line with the times. Through this application, teachers can deliver material, provide exercises, and conduct evaluations in an interactive and interesting way.

Students showed high enthusiasm during the learning process. They can directly answer questions or do tasks through their respective devices without having to write on the board. In addition, they also leverage Canva's features to send photos, videos, links, and various other forms of digital work as part of the learning outcomes. This activity not only increases students' involvement in the learning process, but also develops their ability to use digital media that they have rarely explored before.

When asked about the learning experience using Canva, most students stated that learning became more fun, easier to understand, and less boring. They feel freer to express ideas in attractive and communicative visual forms.

From the results of the study, several things can be concluded as follows:

- a. The use of the Canva application in learning Arabic has been proven to increase students' interest and motivation to learn.

- b. Canva Media helps teachers deliver materials and conduct evaluations effectively and efficiently.

- c. Canva plays an important role in developing students' writing skills in a creative, easy, and fun way, with flexible access through digital devices.

Some suggestions for future Canva-based learning development include:

- a. Schools should provide a stable internet network (Wi-Fi) so that the implementation of digital learning can run smoothly. The use of technology needs to be monitored so that it is used positively.

- b. Arabic teachers are expected to always be open to other digital learning media innovations and continue to update their knowledge about the development of educational technology.

- c. Schools need to facilitate training and workshops for teachers to improve competence in using digital media such as Canva optimally in teaching and learning activities.

With the right implementation, Canva media can be an effective means to enrich the Arabic learning experience in a boarding school environment, while also fostering 21st-century skills in students.

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