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# Arabic Language Learning Innovation through Interactive Design in Canva: Case Study at STAI Auliaurasyidin Campus, Indragiri Hilir Regency, Riau

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**Nurlatipah**

State Islamic University Maulana Malik Ibrahim Malang, Indonesia  
Latifan975@gmail.com

**Humairatuz Zahrah**

Sekolah Tinggi Agama Islam Auliaurasyidin Tembilahan, Indonesia  
humairatuzzahrah27@gmail.com

**Nur Hasaniyah**

State Islamic University Maulana Malik Ibrahim Malang, Indonesia  
hasaniyah@bsa.uin-malang.ac.id

**Abdul Muntaqim Al Anshory**

State Islamic University Maulana Malik Ibrahim Malang, Indonesia  
abdulmuntaqim@bsa.uin-malang.ac.id

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## Abstract

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**Keywords:**

Innovation,  
Canva  
Interactive  
Design, Arabic  
Language  
Learning.

The trend of Arabic language learning needs today cannot be separated from the use of interactive technology-based multimedia, one of which is the Canva application, where lecturers can design Arabic language learning accompanied by video, sound, animation so that students are highly enthusiastic about the material provided. The purpose of this study is to investigate how the use of canva interactive design as an innovation in Arabic language learning at STAI Auliaurasyidin Campus and the results of utilizing canva-based technology media for lecturers and students. This research uses a qualitative approach with a case study research type and is descriptive in nature. Data collection techniques were carried out by means of observation and interviews. The research findings show that the

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Canva media used by lecturers has many features that help in the design of interactive Arabic language materials in class, such as making mufradat cards, making mufradat learning videos with Canva, and making online presentations via the Web. Some of the obstacles in using design in Canva are that educators still do not know how to create designs to make them look attractive, lack of stable signal when designing lessons, and limited infrastructure in applying interactive video media Canva. The way to overcome the obstacles is to hold socialization such as workshpp on the use of canva interactive media for all educators as a learning innovation. Furthermore, the use of canva media encourages the motivation and learning outcomes of students.

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### Abstrak

**Kata Kunci:** Inovasi, Desain Interaktif Canva, Pembelajaran Bahasa Arab.

Tren kebutuhan pembelajaran bahasa Arab hari ini tidak bisa terlepas dari penggunaan multimedia berbasis teknologi interaktif salah satunya adalah aplikasi Canva, dimana dosen bisa mendesain pembelajaran Bahasa Arab disertai dengan video, suara, animasi sehingga mahasiswa berantusias tinggi terhadap materi yang diberikan. Tujuan penelitian ini adalah untuk menyelidiki bagaimana penggunaan desain interaktif canva sebagai inovasi pembelajaran bahasa arab di Kampus STAI Auliaurrasyidin dan hasil dari pemanfaatan media teknologi berbasis canva bagi dosen dan mahasiswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus (case study) dan bersifat deskriptif. Teknik pengumpulan data dilakukan dengan cara observasi dan wawancara. Temuan penelitian menunjukkan bahwa media canva yang digunakan dosen memiliki banyak fitur yang membantu dalam desain materi bahasa arab secara interaktif dikelas, seperti pembuatan kartu mufradat, membuat video pembelajaran mufradat dengan Canva, dan membuat presentasi online melalui Web. Sebagian hambatan dalam pennggunaan desain di canva yaitu pendidik masih belum mengetahui bagaimana mengkreasi desain agar terlihat menarik, kurang stabilnya sinyal saat mendesain pembelajaran, dan terbatasnya sarana prasarana dalam mengaplikasikan media video interaktif canva. Cara mengatasi hambatan yang dilakukan adalah perlu diadakannya sosialisasi seperti workshpp pemanfaatan media interaktif canva bagi seluruh pendidik sebagai inovasi pembelajaran. Selanjutnya dengan adanya pemanfaatan media canva mendorong dalam meningkatkan motivasi dan hasil belajar peserta didik.

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## **Introduction**

The development of science and technology that is increasingly advanced and sophisticated in the current era of globalization has made people accustomed to its use. (Ameliaputri et al., 2022). But not only in the wider community, the impact of technological advances is also felt in every aspect of human life such as the world of education. One of the manifestations in the world of education that humans feel in the use of technology today is the use of technology-based learning media with the help of computers designed to provide learning materials, especially in Arabic language materials (Amrina et al., 2022).

Arabic is a compulsory subject in every Islamic educational institution, starting from elementary, junior high, high school, boarding school, to high school or major education in institutes and universities (Manoppo et al., 2023). During this time the dependence of students on Arabic language educators is very high, because Arabic is a means of communication used by the community, especially in Arab regions such as the Middle East, Africa and also several countries in Asia and Europe as well as in Asia. So with the urgency of educators in learning Arabic, educators are required to be able to adapt and face the fundamental needs of utilizing current technology (Andriani et al., 2023).

Arabic language acquisition is a system that involves numerous interdependent components, much like learning other foreign languages. These elements work together to determine whether a language learning activity is successful or unsuccessful. These elements consist of learning goals, instructional materials and resources, learning techniques and strategies, learning media and technology, and assessment of learning results (Syagif, 2023).

Many forms of technology have developed to date, some are used for games, business, books, and of course also learning. Technology in the form of applications that are often used in the online-based learning process, such as

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zoom meetings, google meet, whatsapp, classroom. And applications used for learning tutorials can use YouTube and Google applications. (Ari Nurul Alfian et al., 2022). The applications used are very varied, some are accessed for free and some are paid. So that this is a form of utilization of digitalization with positive aspects for the world of education, especially Arabic language education. That way, multimedia technology becomes a solution in an all-digital era (Fadhilah, 2023).

The use of interactive multimedia-based Arabic learning technology media that helps answer the needs of students is one of them is an application in the form of Canva, where educators / lecturers can use this media for Arabic language learning accompanied by the use of video, sound, animation and others to support a multimedia system that allows students to be enthusiastic and interested in Canva Multimedia-Based Arabic Language Learning. (Dewi & Sulistyawati, 2024).

In general, Canva is an online design application that provides several options such as presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on. Canva also facilitates the learning process of lecturers and students based on technology, skills, creativity and other advantages. (Enramika, 2023). The utilization of Canva in Arabic language learning makes it easier for teachers/lecturers to be more creative and innovative in the learning process. This is in accordance with government regulations in article 28, paragraph 1 mandates that: Educators as learning agents, namely the role of educators as facilitators, motivators, encouragers, and inspirers of learning for students. Namely that the education and learning process is required to be organized in an active, innovative, creative, and meaningful way for students (Ameliaputri et al., 2022). The era of globalization is a product of scientific and technological advances, so educators are required to meet the ideal character, namely educators with "smart, creative, inspiring, innovative and productive" characters (Sakdiah & Sihombing, 2023).

It is common that every higher education has been touched by the current advances in Globalization and has been able to use Canva-based technological media to convey learning substance to be more creative, effective and efficient. (Irmansyah et al., 2023). However, the challenge felt today is how this media touches the layers of education in areas with many obstacles such as inadequate access to electricity and networks that hinder learning and the lack of technological media provided by the campus such as Infokus and laptops. However, this can be overcome by smart and progressive educators by utilizing multimedia-based technology such as the use of Canva media that can be accessed by every student who has a gadget. So this media is very important in helping the learning process of students (Hj. Mardiyah et al., 2023).

From a review of the existing literature, the use of technological media, especially Canva, has received considerable attention in the world of education, especially for Arabic language learning. Various studies show that Canva has great potential in improving student learning outcomes through interactive and visual learning (Ilyas, 2023). However, although there have been many studies that discuss the use of Canva in the context of language learning, there are still some research gaps that deserve further exploration (Ismawan, 2023).

First, many studies have discussed the use of Canva in Arabic language learning in formal schools, especially at the primary, secondary and higher education levels. For example, studies on the use of Canva in learning at SD Aisiyah Kuningan and MAN 1 Padang Panjang prove the positive impact of using Canva on improving student learning outcomes. But so far, there has been no research that specifically discusses the application of Canva in Islamic higher education institutions such as STAI Auliurasyidin. This campus has successfully utilized Canva as a solution to overcome the challenges of limited technology in remote areas, but this contribution has not been widely revealed in any scientific literature. So the researcher is interested in deepening the study on this matter at a newly developing campus.

Secondly, although Canva has been widely used to create interactive learning videos, the existing literature tends to focus more on teaching in formal schools and does not cover in depth how this technology can be integrated in non-formal institutions, such as Quranic programs or other non-formal education (Prawijaya, 2022). In the context of globalization that demands collaboration between formal and non-formal institutions, there is no research that explores how Canva can be a bridge between these two types of education, especially in the field of Arabic language learning.

Most previous research highlights Canva's potential in creating creative, interactive, and efficient learning environments in formal schools. The use of Canva to create visual learning media and videos has proven to be effective in improving students' Arabic language skills at various levels of education, ranging from elementary to middle to high school. These examples include analyzing the application of Canva in thematic learning in elementary schools as well as creating learning videos in MAN and IT junior high schools.

However, research on how higher education institutions such as STAI Auliurasyidin can utilize Canva in Arabic language learning in areas that have limited technology and infrastructure has not been found by researchers. A more specific study of the use of Canva on this campus will open up opportunities to understand more deeply how technology can be used as a solution tool in conditions of limitation, and how this approach can be adapted by other educational institutions, both formal and non-formal. As such, there is ample room to explore the use of Canva in the context of higher and non-formal education in areas underserved by technological infrastructure, while filling a gap in the existing scholarly literature.

Based on the background that the researchers have described, the focus of this research is; How is canva-based learning innovation applied at STAI Auliaurasyidin? And what are the results of the use of canva-based interactive media for lecturers and students.

The objectives of this study are; to investigate the implementation of canva-based learning innovations implemented at STAI Auliaurasyidin; and to find out the results of the use of canva interactive media for lecturers and students. Theoretically, the benefits of this research are to contribute ideas in science and enrich concepts and theories in science. While practically this research is expected to be able to provide experience and insight for the researcher himself and for further researchers and as a reference for the use of canva-based technology at the educational level in general and STAI Auliaurasyidin in particular.

## **Method**

In this study, researchers used a qualitative approach with a type of case study research and was descriptive in nature. Qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods (Nurahma & Hendriani, 2021). In this study using the type of research case study research. According to Suharsimi Arikunto, a case study is an approach that is carried out intensively, in detail and in depth to certain symptoms (Syahran, 2020).

Data collection techniques are carried out by means of observation and interviews. This research focuses on analyzing data obtained from observations and information received directly by informants so that it can be studied in depth regarding the utilization of Canva media-based technology. This research focuses on descriptive analysis using the Miles and Huberman analysis model, namely collecting data, reducing data, presenting data, and drawing conclusions clearly.

The research site was determined using the Purposive Area technique, namely on the STAI Auliaurasyidin campus, Indragiri Hilir Regency, Riau Province. The technique of determining informants in this study used Purposive Sampling technique and the technique of determining informants using Snowball Sampling technique (Achadah & Maghfiroh, 2023). The purpose

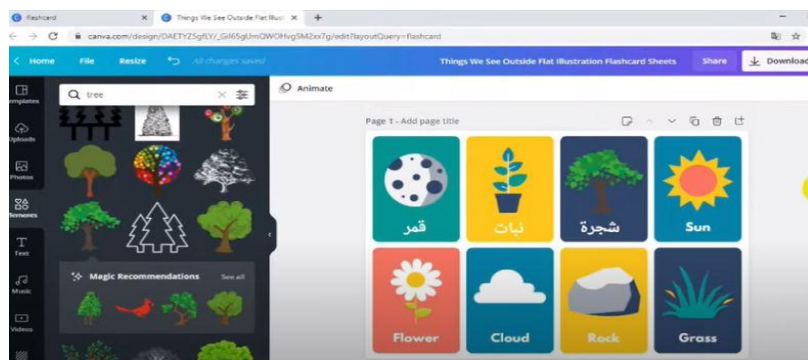
of purposive sampling is where informants are selected based on certain considerations or included in the criteria with key informants namely Arabic Language Lecturers and students as supporting informants.

## Result and Discussion

The results of observations are primary data and this research then secondary data from this study were obtained from interviews from various sources who contributed as valid information from utilization and how to use canva-based technology as follows:

### Innovation Using Canva as an Interactive Media for Arabic Language Learning

Canva with all its features makes it possible for educators to provide easy and interesting Arabic language learning. With this application, educators can develop teaching materials such as mufrodat, qowaid, maharah qiro'ah, maharah istima, or others with a display that is not boring. (Izzatul & Romelah, 2022). Canva has hundreds of thousands of templates, millions of photos and images, all of which can be explored using keywords in the search field. As explained earlier, because Canva is basically a design application, educators can actually create various models of teaching materials according to their creativity. (Khairunnisa et al., 2024). One of the Arabic learning media used by educators in the STAI Auliaurasyidin Arabic language class through Canva, namely making vocabulary cards, learning videos, and interactive presentations.



Picture 1. Create Vocabulary Flashcards with Canva



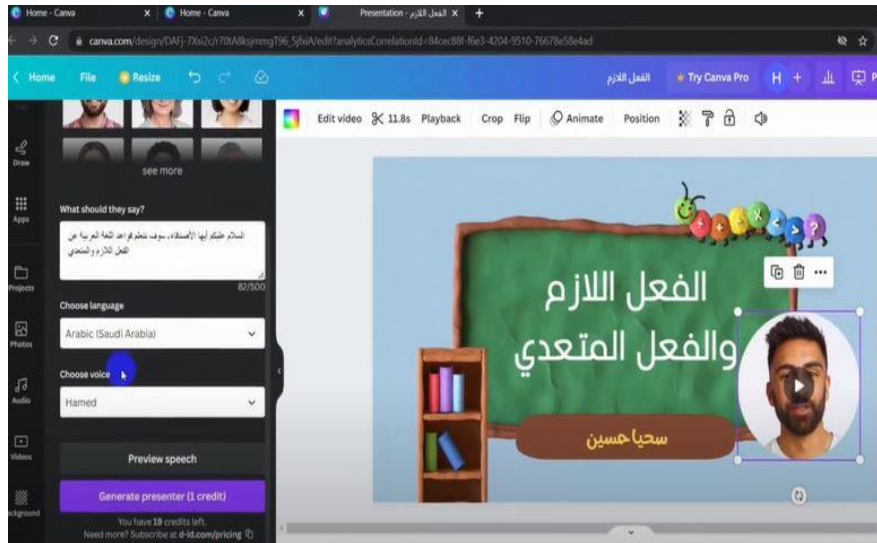
First, make vocabulary cards. In this case, Arabic language educators at STAI Auliaurasyidin before teaching in class can make vocabulary cards very easily and interestingly. The mufrodat card design that has been created and downloaded can be directly used and shared through social media, or it is also very possible to print.

In addition to making flashcards in digital form, Canva is also very helpful for making mufrodat cards in printed form. The use of card media in Arabic language learning is still very relevant today (Howell B.F, 2022). In addition to learning mufrodat, card media can also be developed for other learning strategies, such as maharah kalam or language games.

Before the development of digital platforms like today, it used to be quite difficult for educators to make attractive card media, having to master certain design applications, collect images, and so on. So the easy way was to leave everything to the printers and it was costly. But now, the presence of platforms like Canva makes it very easy to create card media.

Second, making Mufrodat Videos with Canva. Lecturers in Arabic classes at STAI Auliaurasyidin in providing teaching material to students are by making Mufrodat Videos through Canva. When making mufrodat learning videos, lecturers include representative images, mufrodat text (not translations), mufrodat pronunciation sounds, and are supported by interesting animations. The selection of appropriate background or music also adds to the attention and focus of students. (Listya, 2023). Creating a mufrodat learning video with Canva is very easy. Educators do not need special skills in video editing, just explore representative images and design creativity.

In learning Arabic, students need interesting learning media so that students are not easily bored in the learning process. Learning video design is an influential factor in the learning process so that students can easily understand the material and be comfortable in learning, which will certainly restore students' interest in learning (Catubig., 2023).



Picture 2. Create a Learning Video with Canva

The benefits of Mufradat learning videos for educators or educators include, among others, as an archive of documentation of the material taught to students, can make videos using cellphones, make effective distance learning, very easy to send to students through online learning applications, can be uploaded to YouTube, Instagram and others, remain relevant for the next few years as long as the material is still the same (Sanursi. A, 2024).

While the benefits of learning videos for students include a) students can get the appropriate video explanation, b) students can repeat the learning video, c) save more internet packages, and d) the learning process of students can be more effective. The quality of learning can be determined by the attractiveness of the learning video design which is systematically arranged as the most important part of learning.

Thus, the use of the Canva application to create learning videos can regenerate students' interest in learning. It is understood that using the Canva application to create Mufradat learning videos is very helpful for the Arabic language learning process at STAI Auliaurasyidin.

It can be found and determined by the meaning of Arabic language learning because at STAI Auliaurasyidin it can improve the quality and quality of teaching and learning. That is because the Canva application is

equipped with interesting features, a more varied sound presentation so that it can support the learning media for maharah istima', qiraah and kalam. With the use of the Canva application, it will strengthen the interest of students to want and choose especially in Arabic language courses. (Makruf, 2020).

The use of Canva is very helpful for educators in the selection and use of learning media. The application has many characteristics that attract many users, but unfortunately this application when compared to other media editors it is more locked and causes unsynchronization due to shallow knowledge (Melviana et al., 2023).

Arabic language learning at STAI Auliaurasyidin has implemented learning support media like the Canva application, but it is not so dominating. Like the use of infocus during exams, there the teacher trains the proficiency in learning the language of the students. Another case when the learning process takes place is still with the explanation of the educators. Maybe this happens because of the lack of understanding of educators about the media supporting learning and the lack of media tools on the campus.

Judging from the interest and interest of students, the use of supporting media is very exciting and able to catapult the quality of teaching and learning on campus. So it is hoped that the academic community will be able to develop along with the times that are all digital-based, and be able to adapt to the technology that is increasingly developing (Alfiana, M 2022).

Third, create online presentations. Canva has released a new feature called Talking Presentation. Arabic language educators at STAI Auliaurasyidin use this feature to create video presentations of material online without an application, and can be seen face.

Another advantage of this feature, later lecturers can not only download video results, but can also share in the form of links, so that it is easier to share and access by students, without consuming a lot of internet data quota (Nurhosen et al., 2024). This face presentation can only be made through Canva web. So it requires good data and network when using these features.

The researcher's analysis of the data above shows that the use of Canva as an interactive media for learning Arabic at STAI Auliaurasyidin has a significant impact on the Arabic language learning process. Canva, with its rich features such as templates, images, animations, and video editing, allows lecturers to create teaching materials that are more interesting, interactive, and easily understood by students. These learning media include vocabulary flashcards, mufradat videos, and online presentations, all of which help enrich the Arabic teaching methods at the college.

First, the creation of vocabulary flashcards with Canva greatly facilitates lecturers in creating visual teaching materials that are not only attractive but also relevant to language learning. Flashcards help students memorize vocabulary more effectively due to their attractive visual design and flexible use, both in digital and print formats. Before Canva, the process of creating such media required high costs and specialized design skills, but Canva has removed these barriers, allowing educators to produce media independently and quickly.

Secondly, the creation of mufradat videos with Canva is an innovation that changes the way lecturers deliver material. By combining visual elements, text, sound, and animation, this learning video provides a more interactive and dynamic learning experience for students. Students can repeat the video at any time, which is very useful for deepening understanding. In addition, the long-term benefits of these videos, such as being able to be reused in a few years if the material remains relevant, show that Canva is also an effective tool in teaching material management.

Third, the online presentation feature with Canva, especially Talking Presentation, opens up new opportunities for lecturers in delivering materials remotely. This feature allows lecturers to show their faces during presentations, increasing interaction and connectedness with students, even though it is done online. Another advantage is the ability to share the presentation through a link, which saves students' internet quota and makes the learning process more

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flexible and accessible. However, there are some challenges faced in utilizing Canva, particularly related to the lack of technological infrastructure at STAI Auliaurrasyidin. Although Canva has made many aspects of teaching easier, some lecturers still do not understand how to make the most of this application, and the campus has not provided adequate media tools, such as projectors and other technological devices. The lack of knowledge about the use of digital learning media is one of the factors hindering the wider adoption of Canva on this campus.

Overall, the innovative use of Canva at STAI Auliaurrasyidin provides a great opportunity to improve the quality of Arabic language learning. However, to reach its full potential, improvements are needed in terms of educator training and the provision of better technology facilities. If these challenges can be overcome, Canva can become a dominant and effective learning medium, helping to overcome learner boredom, increase interest in learning, and strengthen the quality of Arabic language learning on campus.

### **Obstacles in Using Canva Media in the Classroom**

Based on the description of some of the articles above, it is found that Canva interactive media has an important role in learning. However, there are obstacles when applying Canva applications for learning:

1. Educators Still Don't Know How to Make Designs in Canva, that during observations and interviews at the STAI Auliaurrasyidin campus, it was found that there are still many lecturers who do not know and master how to create interactive media based on Canva and these educators have never applied this media during classroom learning. Due to the many components that are just known and still do not understand these features in each function. The lecturers still have difficulty in finding features for presentations in the Canva application when asked to develop designs or templates that are already available, thus making a lack of flexibility in designing templates according to their wishes via

cellphones. Most of those who experience difficulties in operating the Canva application are older lecturers compared to educators who are young or fresh graduates.

2. **Lack of Stable Signal when Designing** In addition to the above obstacles, the signal is also a problem when you want to design templates in the Canva application. Because, in Canva when looking for the desired design reference, a qualified internet signal is required. During the design process and saving the design results. If the internet signal is poor, then the process of making and preparing interactive media for learning requires a longer time span. Similarly, when adding interactive videos in the Canva application, sufficient internet signal is required to run smoothly.(Oktavia et al., 2023).
3. **Limited Infrastructure Facilities in Applying Canva Interactive Video Media** In using Canva media in learning, an LCD projector or at least a laptop is needed as an intermediary to display it in the classroom. If it is only a cellphone, then learning becomes less than optimal because learning materials and videos are not only seen by one person, but one class. Therefore, to design and determine a learning media that is suitable or suitable for use(Warmansyah et al., 2023). So, an educator needs to identify related to the infrastructure available at his service institution and the costs required when making a learning media.



**Picture 3.** Learning process in class without Infokus and using Gadgets to facilitate providing material

### **Solutions and Efforts in Overcoming Obstacles**

Based on the researcher's research, to overcome the obstacles and challenges faced that on campus it is necessary to hold socialization such as trainings for educators related to the use of digital applications such as Canva. The training contains a series of activities to provide understanding through stages in operating Canva and other media. The training aims to enable educators to slowly understand how to use the Canva application in designing and displaying it in the teaching and learning process as an effort to vary technology-based learning media. (Pengajaran et al., 2023). The training can present expert speakers to explain to educators. Thus, the explanation can be maximized regarding how to use it. In addition, the campus can strive so that educators are well facilitated in transferring their knowledge to students so that learning is maximized.

### **Conclusion**

Based on the analysis of the data that has been processed by researchers, it is concluded that the canva media innovation used at STAI Auliaurasyidin plays an important role in helping Arabic language learning. This is evidenced by some research findings which show that Arabic language learning by utilizing canva interactive design on the campus of STAI Auliaurasyidin

Indragiri Hilir Regency is concluded as follows; Canva media has many features that lecturers can use in the design of Arabic language materials, such as making mufradat cards, making Mufradat Videos with Canva, and making online presentations via the Web. However, there are obstacles in using this canva-based interactive media, namely educators still do not know how to use designs in canva to make them look attractive, lack of stable signal when designing, and limited infrastructure in applying canva interactive video media. How to overcome obstacles is the need to hold socialization and workshops for all educators regarding the use of innovative designs such as Canva. Furthermore, the use of Canva media can encourage motivation and learning outcomes for students.

Suggestions and recommendations for researchers so that this research can be developed and used as material for further research on the development of canva media and other interactive multimedia applications for each level of education, making it easier for educators and students to achieve Arabic language learning goals in class.



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Kholidah, Hidayat, Jamaludin, Leksono, 4Universitas Sultan Ageng Tirtayasa  
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