Arabic Learning Based on Canva Multimedia

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Abstract

This section is separate Changes in the culture of learning foreign languages, especially Arabic, as a result of the use of technology are very dependent on various components in the learning support system. This research can be categorized as a library research. The approach applied in this research is a qualitative approach, which emphasizes the analysis of processes and dynamics of relationships between observed phenomena using scientific logic. Learning videos using Canva are suitable for Arabic language subjects, especially material that requires in-depth understanding. Learning videos through Canva make it possible to create animated images of moving objects so that they look like they can be felt in real life, even though they are semi-concrete.
Keywords: *Learning, Arabic, Canva Multimedia*

Abstrak

Perubahan budaya pembelajaran bahasa asing, khususnya Bahasa Arab, sebagai akibat pemanfaatan teknologi sangat bergantung pada berbagai komponen dalam sistem pendukung pembelajaran. penelitian ini dapat dikategorikan sebagai studi kepustakaan (library research). Pendekatan yang diterapkan dalam penelitian ini adalah pendekatan kualitatif, yang menekankan pada analisis proses dan dinamika hubungan fenomena yang diamati dengan menggunakan logika ilmiah. Video pembelajaran menggunakan Canva sesuai untuk mata pelajaran Bahasa Arab, terutama pada materi yang memerlukan pemahaman yang mendalam. video pembelajaran melalui Canva memungkinkan pembuatan animasi gambar benda yang bergerak sehingga terlihat seperti dapat dirasakan secara nyata, meskipun bersifat semi konkret.
Kata Kunci: *Pembelajaran, Bahasa Arab, Multimedia Canva*

INTRODUCTION

Education is the maturation of students so that they can develop their talents, potential and skills in living life, therefore education should be designed to provide understanding and improve students' learning achievements. Designing education that is attractive to students is not easy, because students often quickly feel bored and tired which cannot be avoided when carrying out the learning process, because the teacher's explanations are difficult to digest and understand. Nowadays, the tendency for learning to be less interesting is a normal thing experienced by teachers, where they do not understand the needs of their students both in terms of characteristics and in developing knowledge of the material being studied. Each subject matter certainly has varying levels of

difficulty. On the one hand, there are learning materials that do not require tools, but on the other hand, there are learning materials that really need tools in the form of teaching media. Because high-quality material is difficult for students to process, especially for students who don't like the learning material presented by the teacher. Therefore, media as a tool in the teaching and learning process is a reality that cannot be denied.[1]

Changes in the culture of learning foreign languages, especially Arabic, as a result of the use of technology are very dependent on various components in the learning support system. There are several things that make technology have less of a place in the culture of foreign language learning in several educational institutions. The most important factor is because the teaching staff is one of the most important components that plays a big role in this change. do not have sufficient skills in this field. Therefore, today's teaching staff are required to have creative and innovative abilities as well as insight into these changes.[2]

Apart from that, teaching staff are also required to have technical skills in mastering technology so they can make changes operationally, and have a positive attitude towards technology and its changes. Apart from teaching staff, students also need to be prepared, as do learning administrators.[3]

The majority of educational institutions in Indonesia experience difficulties in realizing comprehensive Arabic language learning goals. Many Arabic language educators face difficulties in teaching Arabic for both passive and active purposes. The learning process still uses conventional methods, such as delivering material, memorizing and practicing, without being supported by interactive learning media. To overcome this challenge, the use of technology and interactive learning media is considered an effective solution, with the hope of being able to accommodate differences in learning styles, student ability levels, as well as overcoming distance, time and various other learning problems. The use of technology, especially in the Society 5.0 era which combines science and technology, is considered very relevant, especially in the context of the COVID-19 pandemic that hit the world yesterday.[4]

Arabic in Indonesia plays a significant central role in the social structure of society. Arabic arrived and spread in Indonesia in the 13th century through preachers from Gujarat. Moeliono noted that Arabic has a special role in Indonesia because many Arabic words and phrases have been adopted into

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[1] Husnaini Jamil dan Nur Agung, "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 38–51.a

[2] Alibaul Chusna, "Pembelajaran Bahasa Arab Berbasis Multimedia," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 10, no. 2 (2012): 277–90.

[3] Chusna.

[4] Jepri Nugrawiyati, "Media audio-visual dalam pembelajaran bahasa arab," *El-Wasathiya: Jurnal Studi Agama* 6, no. 1 (2018): 97–111.

standard Indonesian, especially in the context of worship. Examples of these words include judge, custom, pulpit, gift, prayer, healthy, obedient, and so on.[5]

Therefore, the important role of Arabic in the social order of Indonesian society. Arabic and the spread of Islam in Indonesia have a long history, starting in the 13th century with preachers from Gujarat. One of the special characteristics of Arabic in Indonesia is the adoption of many Arabic words and phrases into standard Indonesian, especially in the context of worship. Words such as judge, adat, pulpit, gift, prayer, healthy, obedient, and others have become an integral part of the Indonesian language. This reflects how Arabic has become deeply rooted in Indonesian culture and religion, playing a central role in various aspects of people's lives.

Meanwhile, studies on Arabic language learning with multimedia have been carried out by many researchers, including Ansar, et al [6], Moch Wahib Dariyadi,[7] Ii Rahmanudin dan Burhan Lukman Syah[8] and several other researchers. The final author concluded that the use of multi-media in learning can increase students' understanding by 20% compared to not using media. This shows that even with simple media, students' understanding of Arabic language material can improve well.

RESEARCH METHOD

Judging from its type, this research can be categorized as a library research. The approach applied in this research is a qualitative approach, which emphasizes the analysis of processes and dynamics of relationships between observed phenomena using scientific logic. The data sources in the research were obtained through investigating literature relevant to the issue to be researched.[9] More than that, library studies also need to utilize library sources to obtain research data. Sources of research data can be obtained from printed materials or graphic works in the form of books, journals, magazines, newspapers, various types of reports and documentation, either unpublished or already published. The sources for the literature study in this research were taken from articles sourced from journals with keywords in the form of the Canva application, e-

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[5] Jamil dan Agung, "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0."

[6] Ansar Ansar dkk., "Pembelajaran Bahasa Arab Berbasis Multimedia," *Mujaddid: Jurnal Penelitian dan Pengkajian Islam* 1, no. 1 (30 April 2023): 29–35, https://doi.org/10.33096/mujaddid.v1i1.235.

[7] Moch Wahib Dariyadi, "PENGGUNAAN SOFTWARE 'SPARKOL VIDEOSRIBE' SEBAGAI MEDIA PEMBELAJARAN BAHASA ARAB BERBASIS ICT," *Prosiding Konferensi Nasional Bahasa Arab* 4, no. 4 (2018): 272–82.

[8] Ii Rahmanudin dan Burhan Lukman Syah, "Penggunaan Metode Fitrah Berbasis Multimedia Dalam Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 4, no. 2 (29 Juni 2022): 76–83, https://doi.org/10.36835/alfusha.v4i2.846.

[9] "Analisis Data Penelitian Kualitatif - Burhan Bungin - Rajagrafindo Persada," diakses 4 November 2023, https://www.rajagrafindo.co.id/produk/analisis-data-penelitian-kualitatif/.

modules, and students' interest in learning during the pandemic. Apart from that, the books used are books entitled "library research methods" and "learning media whose role is very important in achieving learning objectives.

RESULTS AND DISCUSSION
Arabic Language Learning Based on Canva Multimedia

Learning media in the form of videos is one of the media that is widely used by teachers in online learning. However, teachers are constrained by time because making videos takes a long time. From the results of questionnaires filled out by several elementary school teachers, it is known that learning is still online. So this learning video media is often used to convey material. Many of the learning videos used use ready-made videos, namely from YouTube, because they think about time, cost and complexity. Learning videos using the Canva application can be used as a reference by teachers for making learning videos according to their wishes and needs. Teachers can also choose free or paid use. The designs available vary from all fields. Both educational and non-educational needs, even for advertising and business purposes, are also available.[10]

The first step in accessing the Canva application is to visit the website www.canva.com. After that, users, in this case educators, need to log in to their account to start using Canva to create e-modules. In the login process, educators must enter their email address and password, or alternatively, they can use their Facebook or Google account. After successful login, Canva's home screen will appear, with the educator account visible in the top right corner and a variety of design templates available to use.

With access to Canva via cellphone, it can not only be accessed on a computer but also from anywhere and at any time, without the need to bring a laptop or computer as long as it is connected to the internet. Information and communication technology is currently an inseparable part of life in the Society 5.0 era, so internet access is a primary need for the millennial generation. Teachers also need to adapt to current technological developments. The development of knowledge continues and one needs to continue learning to be able to convey this knowledge back to students in an innovative and interesting way.

In the Canva display, educators can search for suitable templates for designing e-modules. To create e-modules, the A4 Document template is usually used which can be found via the search feature. E-module design is the focus of this research, so educators can choose the design templates available on the left side of Canva. The first step in creating an e-module design is choosing the

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[10] Farida Rahmawati dan Idam Ragil Widianto Atmojo, "Analisis Media Digital Video Pembelajaran Abad 21 Menggunakan Aplikasi Canva Pada Pembelajaran IPA," *Jurnal Basicedu* 5, no. 6 (1 Desember 2021): 6271–79, https://doi.org/10.31004/basicedu.v5i6.1717.

background, which is very important in creating an attractive e-module appearance.

In creating e-module designs for Arabic language learning, educators can use the "elements" feature which contains various geometric shapes, which is useful if the e-module will include geometric material. These geometric shapes can be edited to create a more attractive appearance. If you want to add images, videos or audio to an e-module, Canva provides an "upload" feature to upload the media from local storage.

Canva users have the option to choose images according to their needs. For example, the image above shows a video animation showing moving planets. Apart from images already on Canva, users can also use images from personal collections stored on their computer or cellphone if they access Canva via cellphone. If users want images or other objects, they simply type in the keywords they want by clicking on elements and using the search box. For example, by typing "planet Jupiter," the user will see a selection of images appear, and can select the image marked "free" if they want the free one. Images that are not marked "free" are paid for.

If users want to add text, they can click the text icon (T) on the left side and design the text according to their preferences, including font, size, effect, and color. If users want to add a teacher's voice or music, they can select the audio icon at the bottom on the left, while to set the display duration per page, users can use the clock icon (edit timing) at the top. When you want to move to the next page, just click the plus icon (+) at the bottom of the design you have created. After completing all the designs, users can download them as needed in various formats, such as PNG, JPG, standard PDF, printed PDF, MP4 video, or GIF. Format options can be seen in the image display accompanied by a yellow arrow. For example, if needed for a learning video, users can choose the MP4 Video format.

E-modules for learning Arabic also require text as a complement, and Canva provides a "text" feature that allows educators to add text with various attractive designs. Apart from that, the "more" feature provides various additional options, such as graphs, which can be used for statistical material in the e-module. Other features can be adjusted to suit e-module material needs. Once the e-module design is complete, educators can download it by clicking the "download" button at the top of Canva. Before downloading, educators can choose the file type to save the e-module, and it is best to save it in PDF format for later download. The quality of learning can be influenced by the attractiveness of the learning design created systematically, which is an important element in the learning process.

Learning media has three main integrated functions, namely first, to

stimulate interest in learning by making learning material interesting. Second, as an intermediary that connects teachers with students, facilitating the learning process. Third, to convey information and explanations from the teacher to students. In this context, the teacher's role is very important in providing learning media that suits students' needs, especially in learning mathematics. This is because mathematics subjects are often considered difficult and boring by some students.[11]

Benefits of Arabic Language Learning Based on Canva Multimedia

Canva is an online design program that provides various tools such as presentations, resumes, posters, pamphlets, brochures, graphics, info graphics, banners, leaflets, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos, labels , bookmarks, newsletters, CD covers, book covers, desktop wallpapers, templates, photo editing, youtube thumbnails, instagram stories, twitter posts and facebook covers. The types of presentations available on Canva include creative, educational, simple, business, marketing, sales, architecture, advertising, technology presentations. In the research educational presentations were used, which provided various types of design. In designing, the teacher simply enters text, images, and chooses the type of graphic design, template and page number provided according to what is desired..[12]

The use of computer multimedia in the teaching and learning process has significant practical values. First, multimedia is able to stimulate new interests and desires to learn by broadening learning experiences, sharpening perceptions, and developing students' concepts. In addition, multimedia can increase student motivation by providing visual and auditory stimulation through pictures, films and audio programs. Second, multimedia can overcome the limitations of individual students' experiences, minimizing differences in experiences caused by their family and community backgrounds. Third, multimedia helps overcome classroom limitations by bringing experiences that are difficult to access directly into the learning environment. Fourth, multimedia allows direct interaction between students and the environment, enabling communication with physical and social phenomena. Finally, multimedia can present basic concepts that are correct, concrete and realistic, and provide an integral experience from concrete to abstract things. Overall, multimedia plays an important role in increasing the effectiveness of learning and promoting better understanding.[13]

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[11] Indika Irkhamni dkk., "PEMANFAATAN CANVA SEBAGAI E-MODUL PEMBELAJARAN MATEMATIKA TERHADAP MINAT BELAJAR PESERTA DIDIK," *Prosiding Konferensi Ilmiah Pendidikan* 2 (2021): 127–34.

[12] Wahyu Fatihah dan Yayat Ruhiat, "Pengembangan Konten Pembelajaran Berbasis Canva Pada Pokok Bahasan Asam-Basa," *Jurnal Inovasi Pendidikan Kimia* 17, no. 1 (2 Januari 2023): 57–61, https://doi.org/10.15294/jipk.v17i1.36674.

[13] Mualimul Huda, "Pembelajaran Berbasis Multimedia dan Pembelajaran Konvensional (Studi Komparasi di MTs Al-Muttaqin Plemahan Kediri)," *JURNAL PENELITIAN* 10, no. 1 (1 Februari

From the exposition above, the effectiveness of computer learning media in the learning context is very dependent on teacher involvement. The role of the teacher remains central in the dynamics of the educational process, and the relationship that exists between teachers and students remains a key element in the education system. Therefore, teachers must be actively involved in delivering learning material, especially with the support of computer learning media, to ensure that the benefits described previously can be realized optimally.

Learning media needs to pay attention to the use of illustrations in order to communicate messages to students effectively. The integration of deep learning or in-depth learning with e-modules can improve the quality of graduates.

Therefore, learning media is needed that is suitable for learning objectives, provides comfort to students, and makes it easier to understand the material. Using the Canva application can help in creating e-modules with attractive designs. Canva, as an online application that is available for free and for a fee, can be used to design learning media with the various templates provided. The steps for using Canva include: creating an account, creating a design, choosing a background, editing the background, adding text, and downloading or sharing the design.[14]

CONCLUSION

Based on the research that has been explained, it can be concluded that using the Canva application to develop learning media in the form of videos is an efficient and effective innovation in the current digital era. This application is in accordance with developments in the 21st century. The availability of designs varies depending on the teacher's creativity in utilizing the application's features. Learning videos using Canva are suitable for Arabic language subjects, especially material that requires in-depth understanding. Learning videos through Canva make it possible to create animated images of moving objects so that they look like they can be felt in real life, even though they are semi-concrete.

Computer learning media can only be effective if the teacher is actively involved. Teachers still play an important role in the educational process and interactions with students. Therefore, teachers must be active in using computer learning media for teaching so that the benefits can be obtained to the maximum. learning media that is appropriate to learning objectives, provides comfort to students, and makes it easier to understand the material. The Canva application can be a useful tool in creating e-modules with attractive designs. Canva is an

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2016): 125–46, https://doi.org/10.21043/jupe.v10i1.1333.
14 Irkhamni dkk., "PEMANFAATAN CANVA SEBAGAI E-MODUL PEMBELAJARAN MATEMATIKA TERHADAP MINAT BELAJAR PESERTA DIDIK."

online application that can be used for free or for a fee, and provides a variety of templates to assist in creating learning media.

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