



The Importance of Digital Media: The Use of Canva in Arabic Vocabulary

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Abstract

Using media in learning Arabic is an essential way to convey messages and materials quickly to secondary school students. This study explores how students in a modern Islamic boarding school in Indonesia learn Arabic using digital-based media known as Canva, a program that contains both technology and novelty. This research uses mixed methods, with data obtained from observations, interviews, and questionnaires. Results show that learning vocabulary with Canva increases students' motivation and concentration, resulting in more effective and communicative vocabulary learning.

Keywords: *Media digitization, Canva, learning vocabulary, Arabic*

Introduction

The use of the Arabic language as a second language has gained significant popularity and demand recently, particularly among Muslims across the globe.¹ Individuals have diverse reasons for learning Arabic, such as their interest in exploring Islam, conducting research, studying in the Middle East, or seeking job opportunities. Therefore, to ensure effective and efficient learning, a teacher should have the ability to

¹Nurul Hanani, Limas Dodi, dan Sufirmansyah, *Pembelajaran Bahasa Arab Kontemporer: Konstruksi Metodologis Pembelajaran Bahasa Arab Berbasis Komunikatif - Sosiolinguistik*, ed. M.Pd.I. Dr. Limas Dodi, M.Hum. Sufirmansyah (Bandung: CV Cendekia Press, 2020), 3.

present the material in an interesting way, using digital and innovative media to create an enjoyable learning experience.² The New Media Institute at the University of Georgia defines new media as an interdisciplinary method that focuses on exploring the fundamental, commercial, and creative aspects of emerging technologies.³

Indonesia has one of the largest numbers of internet users globally, with over 270 million active internet users as of January 2022. In the third quarter of 2021, Indonesians spent an average of 8 hours and 36 minutes on the internet each day, with the majority of that time spent on social media and streaming platforms.⁴ Indonesia is a significant online market in Asia, with a population of around 270 million, and approximately 70% of them are active internet users. A report from The Jakarta Post suggests that smartphone penetration in the country is high at 72%, and the younger generation, known as Gen Z, spends an average of 8.5 hours a day on their mobile phones.⁵ Most Indonesians prefer mobile internet usage due to the availability of affordable mobile devices and user convenience. Statista Research Department predicts that the number of mobile users in 2022 will reach 210.45 million, and this number is likely to increase further in the coming years, as shown in the diagram below.⁶

²C Griffiths and Z Tajeddin, *Lessons from Good Language Teachers* (Cambridge University Press, 2020), 98.

³L Deng, W W K Ma, and C W R Fong, *New Media for Educational Change: Selected Papers from HKAECT 2018 International Conference*, ed. Liping Deng, Educational Communications and Technology Yearbook (Hong Kong: Springer Singapore, 2018), 4.

⁴Hanadian Nurhayati-Wolff, "Internet Usage in Indonesia - Statistics & Facts | Statista," 23 November (Hamburg: www.Statista.com, 2022), last modified 2022, accessed February 20, 2023, <https://www.statista.com/topics/2431/internet-usage-in-indonesia/#dossierKeyfigures>.

⁵Oliver Tonby and Phillia Wibowo, "How Digital Natives Are Driving Consumer Spending in Indonesia," *Fri, September 10*, last modified 2021, accessed February 26, 2023, <https://www.thejakartapost.com/academia/2021/09/09/how-digital-natives-are-driving-consumer-spending-in-indonesia.html>.

⁶Statista Research Department, "Smartphone Users in Indonesia 2017-2026," 19 January, last modified 2023, accessed February 20, 2013, <https://www.statista.com/statistics/266729/smartphone-users-in-indonesia/>.

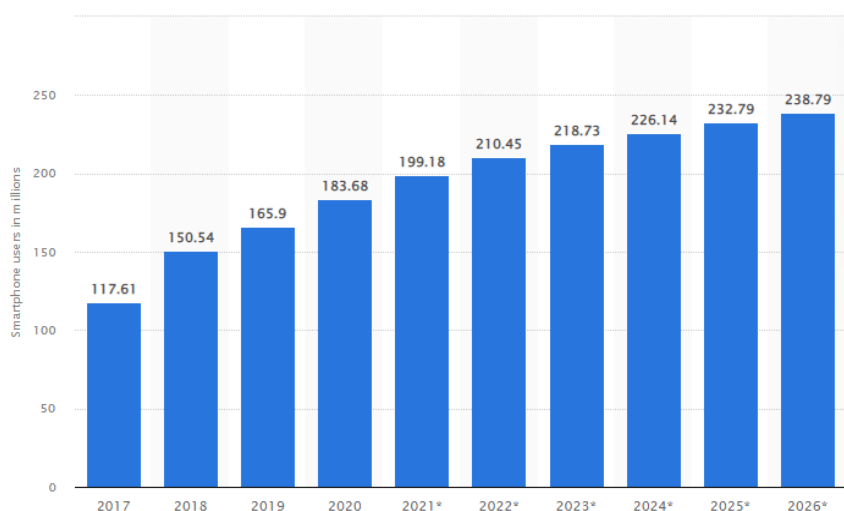


Figure 1: Smartphone users in Indonesia 2017-2026

Source: <https://www.statista.com/statistics/266729/smartphone-users-in-indonesia/>

The expansion of digital technology has led to the widespread availability of various media forms in daily life, underscoring the significance of being digitally literate. Being proficient in contemporary forms of literacy is crucial not only for individuals but also for a nation's prosperity. In today's globalized world, having digital media skills and literacy is imperative for a country to remain competitive in terms of economic, educational, and intellectual advancements.⁷

Learning is a cognitive process that involves acquiring knowledge through various means, such as instruction, personal experience, and reflection.⁸ According to Dede, learning is a human activity that manifests differently from person to person.⁹ The educational process is composed of two fundamental components: the teacher as a facilitator and the students as learners. As defined in the Law of the Republic of Indonesia Number 20 of 2003 regarding the National Education System, Article 1

⁷Faisal Mubarak, "The Innovation of Multimedia-Based Arabic Language Learning," *Turkish Journal of Computer and Mathematics Education*, Vol. 12, No. 14, 2021.

⁸Abena Dadze-Arthur, *Reflective Teaching in Further and Adult Education*, ed. Yvonne Hillier, *Educational Research and Evaluation*, 2nd ed., vol. 18 (New York: Continuum, 2012).

⁹Chris Dede, *Teaching and Learning with Technology: Beyond Constructivism* (New York: Routledge, 2010), xvii.

No.20, learning is described as a process where students interact with educators and learning resources in a conducive learning environment.¹⁰

In addition to the aforementioned elements of learning, it is vital to consider the learning process, which encompasses various approaches, methods, strategies, and tools. Media is deemed critical since it facilitates rapid understanding among students. According to Kemp and Dayton (1985), media plays a crucial role in teaching and learning by synchronizing the subject matter delivery, making the learning process more accessible and engaging, enhancing learning outcomes' quality,¹¹ enabling learning from anywhere, fostering positive attitudes towards learning, transforming educators' roles to be more constructive, rendering abstract concepts more concrete, and overcoming temporal and spatial limitations.¹² Additionally, learning media assists in surpassing the boundaries of human senses. Based on the above explanation, it can be deduced that learning media plays a crucial role in teaching and learning.

In the current era of Industry 4.0, the learning process should incorporate technology, whether it is online or offline. The impact of technology is evident in our everyday lives, and integrating it as a tool for teaching and learning can improve efficiency and effectiveness. Additionally, it can increase student motivation to participate in the learning process.

In light of the aforementioned information, researchers have attempted to implement a digital tool, specifically Canva, which provides a plethora of attractive and diverse templates. The study's hypothesis is that by utilizing Canva as a medium, students will become more engaged and motivated to enhance their proficiency in

¹⁰ Republik Indonesia, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, n.d., 3.

Cited Also By E Yunus et al., *ACHITS 2019: Proceedings of the 1st Asian Conference on Humanities, Industry, and Technology for Society, ACHITS 2019, 30-31 July 2019, Surabaya, Indonesia*, CCER (Surabaya: European Alliance for Innovation, 2019).

¹¹M P Cecep Kustandi and M S Dr. Daddy Darmawan, *Pengembangan Media Pembelajaran: Konsep & Aplikasi Pengembangan Media Pembelajaran Bagi Pendidik Di Sekolah Dan Masyarakat* (Jakarta: Prenada Media, 2020), 17.

¹²Cepi Riyana et al., *Media Pembelajaran*, 2nd ed. (Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama RI, 2012), 14.

Arabic vocabulary.¹³ Visual media serves a crucial role in the learning process by providing tangible points of reference for concepts, making abstract ideas more tangible, and stimulating students. Additionally, visual media directs attention, reinforces information, improves memory retention, and reduces the learning effort required.¹⁴

Canva is an online-based tool that offers numerous templates and features to assist educators, students, and other users in implementing technology-based learning, enhancing skills and creativity, and providing other benefits.¹⁵ This visual media is an effective method of learning, as it involves interpreting or decoding the visual message displayed, providing a concrete reference for ideas, concretizing abstract concepts, directing attention, stimulating memory, and reducing learning effort.¹⁶

Vocabulary is an ever-expanding collection of words that we encounter through our experiences with language.¹⁷ It is a continuously growing aspect of our linguistic abilities. A larger vocabulary allows for better comprehension of spoken and written language, leading to improved writing and speaking skills. As noted by SEAL, mastery of vocabulary is key to becoming a more effective communicator in speaking.¹⁸

In language learning, mastering vocabulary is crucial as it is used in reading, writing, and speaking. Communication requires the ability to decode and understand the meaning of words arranged in certain patterns. However, researchers have observed

¹³Khoirul Anwar, "The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand," *Journal of English Teaching, Literature, and Applied Linguistics* 5, no. 1 (2021): 68.

¹⁴M.Pd.I Hamdan Husein Batubara, *Media Pembelajaran Efektif*. Semarang (Semarang: Fatawa, 2020), 75.

¹⁵A I Susanti, *Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (TIK)*, ed. Moh. Hafid Efendi (Pekalongan: Penerbit NEM, 2021), 156.

¹⁶Novia Indah Kurniawati, Lailatul Qomariyah, and Mustafa Farouq Abdul-Aaleem Mahmoud, "The Use Traditional Game Cublak-Cublak Suweng to Improve Arabic Vocabulary Achievements," *Jurnal Al-Maqayis*, Vol. 9, No. 2, 2022.

¹⁷W Publishing, *Content-Area Vocabulary Strategies for Social Studies*, Content-Area Reading, Writing, Vocabulary for Social St (United States of America: J Weston Walch Pub, 2003), 4.

¹⁸F. Bikmaz and F Mızıkacı, *Curriculum, Teachers and Technology in the Turkish and International Contexts*, ed. Fatma Mızıkacı Fatma Bikmaz (Chambridge: Cambridge Scholars Publishing, 2022), 379.

that teachers in a modern Islamic boarding school in Pandeglang still use traditional methods to teach vocabulary and have yet to incorporate media. These traditional methods typically involve students repeating vocabulary spoken by the teacher until memorized.

The data collected from the field indicated that the current learning approach was still unstimulating and causing students to feel tense and uneasy. Active learning is a crucial element in effective learning, and creating a pleasant and engaging learning environment is a key factor in achieving this. When students can learn in a natural and uninterrupted way, they are more likely to achieve satisfactory academic results. However, some students face obstacles, distractions, and other challenges that make it difficult for them to learn. While some students may overcome these obstacles on their own, others may require assistance to overcome their learning difficulties and avoid failing to keep up with the rest of the class.

In general, there are various types of student learning difficulties, and one of them relates to the cognitive domain. These difficulties stem from a student's weak or low intellectual abilities. As Weinman pointed out, cognition refers to mental functions such as perception, thinking, symbols, reasoning, and problem-solving. The cognitive abilities of a child can be observed from their language use and intellect.¹⁹ Deficiencies in these cognitive functions can lead to learning difficulties for students. Therefore, identifying and addressing these cognitive deficits is crucial to help students overcome their learning difficulties and achieve academic success.

Another type of student learning difficulty is related to their affective domain, which involves unstable emotions or attitudes. This type of difficulty can stem from disorders such as unstable emotions and attitudes, as defined by the quote. Emotion, according to the Indonesian dictionary, refers to a brief outburst of feelings that can be psychological or physiological in nature, such as joy, sadness, compassion, or love. Meanwhile, attitude refers to actions or behaviors that are based on beliefs or stances.²⁰

¹⁹ Syah Muhibbin, *Psikologi Pendidikan Dengan Pendekatan Baru*, Bandung: PT Remaja Rosdakarya, 2010.

²⁰ Ibid.

When a student has unstable emotions or attitudes, it can affect their ability to learn and focus on academic tasks. Therefore, addressing these affective difficulties is essential to support students in achieving their academic potential.²¹

The third type of learning difficulty is related to physical disorders that affect a student's ability to learn Arabic. This type of difficulty is referred to as psychomotor learning difficulties and can be caused by disruptions in the student's sensory abilities, particularly sight and hearing. When a student has these physical disorders, it can impede their ability to comprehend and produce Arabic language effectively. Therefore, identifying and addressing these physical difficulties is crucial to help students overcome their learning challenges and achieve academic success in Arabic language learning.

Through interviews with researchers, several factors were identified as causes of student difficulties in learning vocabulary in Arabic language. One of these factors is the lack of understanding of Nahwu²² and Sharaf²³, which makes it difficult for students to comprehend the vocabulary given, particularly when tasked with constructing sentences. Additionally, students may have limited time dedicated to learning vocabulary, typically only 15-30 minutes after the dawn prayer, as a follow-up activity from the recitation activity that lasts for approximately 30-45 minutes. While morning is a suitable time to improve foreign language skills, this limited timeframe can hinder effective learning. According to an Arabic language teacher, the difficulties students face in learning vocabulary often stem from a lack of in-depth understanding of grammar or Nahwu, which affects their ability to construct grammatically correct sentences. Addressing these factors, such as through more focused grammar instruction and

²¹Faisal Mubarak, "تكنولوجيا التعليم ودوره في تعليم اللغة العربية للناطقين بلغة أخرى," *Lisanuna: Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 9, no. 2 (2019).

²²Even Though Arabic Is Difficult To Pronounce, It Provides A Way Out Of That. Arabic Has Its Own Rules For Pronouncing Verbs And Nouns In Sentences. These Rules Are Called "Nahwiyah" Rules. "The Nahwu Science Is Arabic Words Studies In Terms Of I'rab (The Change At The End Of A Word) And Bina (The Permanence Of The End Of A Word In One Situation)". Abdul Mu'in, *Sintaksis Arab Jilid 1*, Bandung: Fakultas Pendidikan Bahasa Dan Seni IKIP, 2002.

²³Ibid.

dedicated vocabulary learning time, can support students in overcoming their learning difficulties in Arabic language.

Arabic language is unique in its form, distinct from other foreign languages. This is evident in various aspects of the language, including its pronunciation, vocabulary, grammar, syntax, and sentence structures. The language's form is a result of its rich history, influenced by various cultural and linguistic traditions. Additionally, the Arabic language has its own unique writing system, with a different alphabet and distinctive calligraphic styles. These features contribute to the distinctiveness and complexity of the Arabic language, making it a fascinating and challenging language to learn for many students. Understanding and mastering these features is crucial for effective communication and expression in Arabic.²⁴

Researchers have recognized the value of using digital media, such as Canva, to enhance students' Arabic vocabulary skills and facilitate the application of this knowledge in sentence construction. The goal of this research, titled "The Importance of Using Canva Application in Learning Arabic Vocabulary," is to explore the potential benefits of using Canva as a tool to support Arabic language learning. Canva offers various features that can make learning more engaging and interactive for students, such as the ability to create visually appealing graphic designs, including infographics and posters, to help illustrate and reinforce vocabulary concepts. Using Canva can also make it easier for teachers to present materials and for students to access and review them. This research aims to demonstrate the effectiveness of Canva in improving Arabic language proficiency and encouraging students to develop a deeper understanding and appreciation of the language.

Research Method

The research conducted on the importance of using the Canva application to improve Arabic vocabulary skills utilized a mixed method approach. This approach is a

²⁴Ibid.

combination of both qualitative and quantitative research methods,²⁵ which allows researchers to better understand the research problem through the collection, analysis, and integration of data from both approaches.²⁶ Mixed methods research is considered a distinct approach to educational research, as it allows for the use of words, images, and stories to add meaning to numerical data.²⁷ The Canva media's effectiveness in learning vocabulary was analyzed and described without any special treatment or engineering.

The study was conducted among students of a modern Islamic boarding school in Pandeglang, with data collected through observations, interviews with students, teachers, and other stakeholders, and surveys using a four-point scale. The data collection process involved several steps, including identifying participants and sampling strategies, obtaining permission and gaining access to individuals and areas, designing research instruments, and administering data collection.²⁸ The collected data were analyzed and described systematically using an interactive data analysis approach.

Results and Discussion

Every morning after the morning prayer, the modern Islamic boarding school in Pandeglang conducts a program called "*ilqo mufradât*" to improve the students' Arabic vocabulary skills. It is widely known that language teaching is incomplete without focusing on vocabulary, and this is especially true for Arabic, where vocabulary is typically introduced first. Vocabulary can be defined as a list or set of words specific to a language or a list or set used by speakers of that language.

Every morning, students at the modern Islamic boarding school in Pandeglang are given Arabic vocabulary lessons by their language teachers. The vocabulary is

²⁵J Brown, *Mixed Methods Research for TESOL*, Edinburgh Textbooks in TESOL EUP (Great Britain: Edinburgh University Press, 2014), 110.

²⁶John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative*, Fifth Edit., vol. 7 (Pearson Education, 2002), 560.

²⁷S N Hesse-Biber, *Mixed Methods Research: Merging Theory with Practice* (New York: Guilford Publications, 2010), 3.

²⁸Jhon W Creswell, "Research, Educational Planning, Conducting, and Evaluating Quantitative and Qualitative Research" (Pearson Education, 2012), 204.

presented in a simple and understandable manner, often accompanied by notes that help students remember the words. The topics covered in these lessons are usually related to the students' daily activities in various places around the school, such as the dormitories, kitchens, classrooms, canteen, mosque, and bathrooms.

At the modern Islamic boarding school in Pandeglang, students learn Arabic vocabulary through a structured six-stage process. Firstly, the teacher provides students with the opportunity to listen to words spoken aloud, both as stand-alone words and in sentences. Second, students are given the chance to pronounce the words they hear, which helps them remember them for a longer period. Third, the teacher provides the meaning of the word to the students, avoiding translation as much as possible. Various techniques, including providing context, using pictures, and providing simple definitions, are employed to avoid the use of translation. Fourth, the teacher writes the new words on paper, and the students are then allowed to read them aloud. Fifth, the students write the vocabulary on a form and read it out loud. Sixth, the students apply the new vocabulary by constructing complete sentences, both orally and in writing.

The material presented in learning vocabulary is as below:

الجامعة

خرج أحمد من الجامعة، فركب سيارته، ولما وصل إلى البيت، وجد والده وأمه في انتظاره فسلم عليهما، وبعد فترة قصيرة وصل أخوه حاتم وأخته خديجة من المدرسة فجلس الجميع حول المائدة لتناول الغداء، ثم دخل أحمد غرفته ليستريح، وجلس الوالد يقرأ الصحيفة²⁹

Souources: *Al-Qawaid Al-Arabiyyah Al-Muyasarab, Silsilah Fi Ta'lim Al-Nahwi Al-'Arabi Li Ghair Al-'arab* (Riyadh: Jamiah Al-malak sa'udi, 1990)

The title used for the vocabulary learning program at the modern Islamic boarding school in Pandeglang is taken from the book Juz 1 of *Al-Qawaid Al-Arabiyyah*

²⁹Muhammad Al-Rifa'i Mahmud Ismail Shini, Ibrahim Yusuf, *Al-Qawaid Al-Arabiyyah Al-Muyasarab, Silsilah Fi Ta'lim Al-Nahwi Al-'Arabi Li Ghair Al-'arab* (Riyadh: Jamiah Al-malak sa'udi, 1990).

Al-Muyassarab. This title was chosen because the text in this book contains simple and familiar words related to daily activities. According to Rusyd Tahimah, learning vocabulary is not just about memorizing the pronunciation, meaning, and derivation of words, but also about using the correct word in the appropriate context. Therefore, students are expected to apply their memorized vocabulary in constructing sentences that convey meaning effectively. This ability to apply vocabulary is the measure of a student's success in learning and mastering new words..³⁰

When using Canva media for learning Arabic vocabulary, a significant percentage of students were interested in the approach. Among the 20 students, 65% (13 students) expressed a high level of interest by stating that they were "very interested," while 25% (5 students) stated that they were simply "interested." Only 10% (2 students) expressed doubt regarding this approach. This suggests that the majority of students were receptive to learning vocabulary through the use of Canva media.

Using Canva media to learn Arabic vocabulary not only enhances students' interest but also facilitates their understanding of the material. The findings indicate that 50% of the participants (10 students) strongly agreed with this statement, while 30% (6 students) agreed with it.

According to the data, it can be inferred that the use of Canva application to design vocabulary material has helped reduce students' difficulty in understanding Arabic vocabulary. 50% of the students agreed and 35% strongly agreed with this statement, while only 15% expressed doubt.

One crucial aspect of language learning is making it enjoyable and creating effective materials that can keep students engaged. Based on the results gathered from the field, it was observed that the vocabulary material designed using the Canva application helped in reducing students' boredom during the learning process. The data showed that 60% of the students "strongly agreed" that the Canva-designed vocabulary

³⁰Rusydi Ahmad Thu'aimah, *Ta'lim al-Arabiyah Li Ghair al-Natbiqina Biba, Manabijuhu Wa Asalibuhu*, Cet 1. (Rabath / MAR: Al-munadzamah al-Islamiyah li al-Tarbiyah wa al-Tsaqafah wa al-'Ulum Isisco, 1989), 194.

material was able to minimize boredom, 20% "agreed", 10% were "undecided", and 10% "disagreed". This suggests that the Canva application can be a useful tool in creating engaging and interactive learning materials that can enhance the students' learning experience.

Learning vocabulary through Canva has been found to have a positive impact on students' focus and comprehension. According to the data collected, 65% of the students strongly agreed with this statement, while 20% agreed with it. However, some students were undecided or did not agree with the statement. Overall, it can be concluded that the use of Canva has a positive impact on students' understanding and concentration when learning Arabic vocabulary.

The data mentioned earlier suggests that learning Arabic vocabulary through Canva design can be more efficient and enjoyable for students. A majority of the students (65%) strongly agreed that using Canva made learning vocabulary easier, and 20% agreed with this statement. While some students (10%) were unsure, only a small percentage (10%) disagreed. One of the expected benefits of using Canva design is to minimize the feeling of tension and boredom during the learning process, and this was supported by the data showing that 50% of the students disagreed that Canva made them feel tense or depressed, while 25% were undecided. Only 25% of the students agreed or strongly agreed that Canva caused tension or depression during their learning process. Overall, the data indicates that using Canva for vocabulary learning is a positive experience for most students, and it can help them learn more efficiently while enjoying the process.

Based on the questionnaire results, the researchers found that the majority of students are highly interested in using Canva media, especially for vocabulary learning material. The implementation of Canva in Arabic language learning is considered feasible and practical, and it is highly favored by students. This suggests that the use of Canva in language learning is well received and has the potential to enhance students' learning experiences.

Based on the comprehensive analysis of the data presented above, it can be concluded that learning Arabic vocabulary through the Canva application has received a score of 2.75, which is rounded up to 3, indicating that the students generally agreed on the effectiveness of this approach. The data was gathered from a sample of 20 respondents who answered a survey consisting of 15 items and four scales. The survey showed a range of 300 out of a maximum value of 1200, as illustrated in the graph. The overall result indicates that learning vocabulary through Canva is a feasible and effective approach that can be implemented in the classroom.

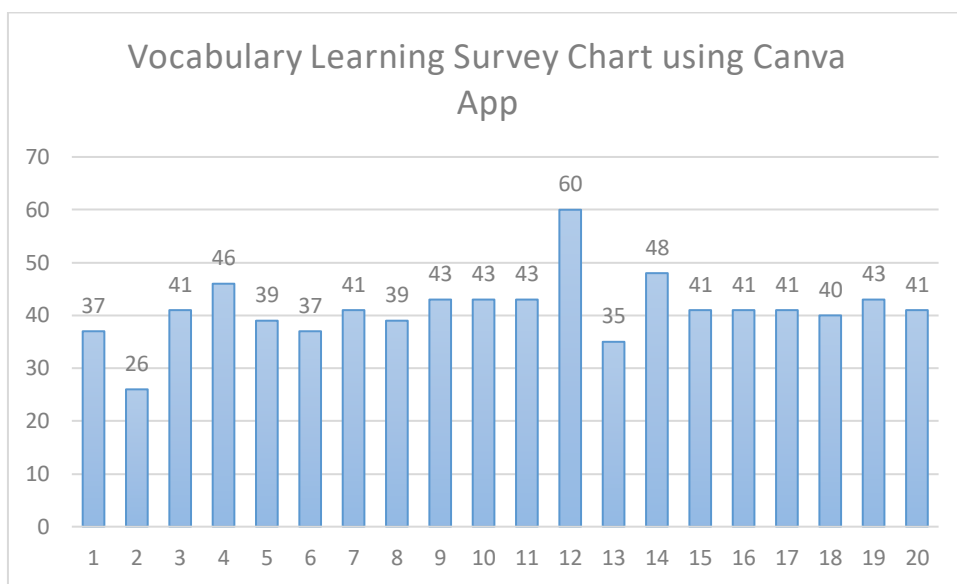


Figure 2: Vocabulary learning survey chart using Canva App

This study suggests that all parties need to be aware and supportive of the use of the Canva application in Arabic language learning. Even though this application is available for free, without the support and utilization of available resources, such as teachers, its potential benefits may not be fully realized. Therefore, it is crucial to optimize the readiness of all parties involved, including the government, principals, teachers, and students, to ensure that the use of Canva in Arabic language learning is fully optimized and of high quality.

After conducting observations and interviews, it was found that traditional methods are still used for teaching Arabic vocabulary at a modern Islamic boarding school in Pandeglang. The teachers use the *halaqah* model where students sit around the teacher while they orally deliver the vocabulary material without the use of digital media. Additionally, the *talqin* method is used for vocabulary learning, which involves dictating or modeling for imitation. According to Hanun Asrohah, the *halaqah* model involves students sitting on the floor to listen to the teacher read and explain the material,³¹ while Salafudin describes the *talqin* method as a technique of imitation.³²

The data collected through interviews and observations reveal that students often feel bored and uninspired when learning Arabic vocabulary through the traditional *halaqah* and *talqin* methods. According to the interviews, the conventional method is perceived to be less interesting as it primarily relies on the *talqin* method, which involves imitating the teacher, and does not incorporate any digital learning media. Thus, the use of digital-based media such as Canva is seen as a viable solution to create a more conducive and engaging learning environment that can prevent boredom and enhance the effectiveness of Arabic vocabulary learning.

Conclusion

The study concludes that learning Arabic vocabulary using Canva media is highly comfortable and appealing for students as it aids their vocabulary comprehension. The data collected through questionnaires and interviews indicate that learning using Canva media is in the agree category, implying that it is a feasible and effective tool for students. However, the interviews also highlight the challenges students face while learning Arabic vocabulary in traditional settings. Therefore, the Canva media platform can potentially provide an effective solution to address these challenges and enhance students' learning experience.

³¹Achmad Muslimin, "Implementasi Metode Halaqah Dan Resitasi Dalam Tahfidz Al-Quran Di SDIT El-Haq Banjarsari Buduran Sidoarjo," *Adabiyah: Jurnal Pendidikan Islam*, Vol. 1, No. 1, 2016, h. 58.

³²Aziz Nuri Satriawan Aziz, Evvy Lusiana, and Winarti Tri Utami, "Implementasi Metode Talqin Dan Nada Muri Q Terhadap Program Tahfidz Di SDIT AL ISLAM Sine Ngawi Jawa Timur," *Jurnal Pendidikan Dasar dan Keguruan*, Vol. 6, No. 2, 2021, h. 34.

The primary objective of this study is to propose a vocabulary learning approach utilizing digital media (Canva) as a solution to the problem of boredom in learning Arabic language. Through this method, students can better comprehend the educational values embedded in Arabic texts and incorporate them into their daily lives.

The study provides recommendations for the development and effective utilization of the Canva app in Arabic vocabulary learning. The app has several advantages, such as its attractive templates and designs, which can support vocabulary learning. However, there are also some limitations, as not all designs and templates are available for free. To overcome this, it is recommended that teachers using this platform must have creativity in designing materials that are interesting for students. Furthermore, teachers must possess innovation and competence in learning process activities, including knowledge, skills, and literacy. By implementing these recommendations, the utilization of Canva in Arabic vocabulary learning can be optimized and improved.

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