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Role of Canva in Improving Arabic Speaking Skills: A Literature Review

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ABSTRACT

This study is motivated by challenges in learning Arabic speaking skills (Maharah al-Kalam), such as less interactive teaching methods, limited learning media, and low student motivation. Along with the development of technology, the utilization of digital platforms such as Canva is considered an innovative solution to improve speaking skills in Arabic. This study aims to analyze the role of Canva in the development of Maharah al-Kalam through a literature review of various previous studies. The method used is a literature review by examining various studies that discuss the effectiveness of Canva in Arabic language learning. The results showed that Canva can be an interesting and interactive learning media, helping students to enrich their vocabulary, increase their confidence, and improve their pronunciation in speaking Arabic. In addition, Canva can be applied in flipped classroom-based learning models and other technology-based approaches to strengthen students' learning experience. The contribution of this study is to provide insights into effective strategies in utilizing Canva to improve Arabic speaking skills as well as highlighting the challenges in its implementation. The implication of this study shows that the integration of Canva in Arabic language learning can be a strategic step for educators in developing technology-based learning methods that are more interactive and communicative.

Canva; Speaking; Arabic Language Learning 4; Digital Learning Media

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مستخلص البحث

الدافع وراء هذه الدراسة هو التحديات التي تواجه تعلّم مهارات التحدث باللغة العربية (مهاره الكلام)، مثل قلة أساليب التدريس التفاعلية ومحدودية وسائط التعلم وانخفاض دافعية الطلاب. وإلى جانب تطور التكنولوجيا، يعتبر استخدام المنصات الرقمية مثل كانفا حلاً مبتكراً لتحسين مهارات التحدث باللغة العربية. تهدف هذه الدراسة إلى تحليل دور كانفا في تطوير مهارة التحدث باللغة العربية من خلال مراجعة أدبيات الدراسات السابقة المختلفة. المنهج المستخدم هو مراجعة الأدبيات من خلال فحص الدراسات المختلفة التي تناقش فعالية كانفا في تعلم اللغة العربية. وقد أظهرت النتائج أن كانفا يمكن أن يكون وسيلة تعليمية تفاعلية شيقة وتفاعلية تساعد الطلاب في إثراء المفردات وزيادة الثقة بالنفس وتحسين النطق في التحدث باللغة

العربية. بالإضافة إلى ذلك، يمكن تطبيق الكانفا في نماذج التعلم القائم على الصفوف الدراسية المعكوسة وغيرها من الأساليب القائمة على التكنولوجيا لتعزيز تجربة التعلم لدى الطلاب. وتتمثل مساهمة هذه الدراسة في تقديم رؤى حول الاستراتيجيات الفعالة في استخدام كانفا لتحسين مهارات التحدث باللغة العربية بالإضافة إلى تسليط الضوء على التحديات التي تواجه تطبيقه. وتظهر الآثار المترتبة على هذه الدراسة أن دمج كانفا في تعلم اللغة العربية يمكن أن يكون خطوة استراتيجية للمعلمين في تطوير أساليب التعلم القائمة على التكنولوجيا التي تتسم بمزيد من التفاعل والتواصل.

الكلمات الرئيسية

مهارة الكلام ؛ تعلم اللغة العربية ؛ وسائط التعلم الرقمي

INTRODUCTION

Arabic has significant urgency in Islamic education because it is the language of revelation and communication with Allah SWT through worship such as prayer. The main sources of Islamic teachings, such as the Qur'an and Hadith, are written in Arabic, so a deep understanding of religion requires mastery of this language.(SATRIO, 2018). Arabic, as the language of the Qur'an, has significant religious and cultural value in Muslim-majority countries such as Indonesia (Marni, 2021) In addition, Arabic language and expressions are also often used as a medium of communication, learning, spiritual language, and identification both religiously, legally, socially, and politically(Aprina Chintya, 2022) Arabic also plays an important role in the study of Islamic sciences such as tafsir, hadith, fiqh, and Sufism, which are written by many great scholars. In addition, Arabic is recognized as an international language and is used in global forums such as the United Nations, and has strategic value in economic and political relations with Arab countries.(Muhammad et al., 2023). Therefore, learning Arabic is important to understand Islamic teachings comprehensively, open access to various sciences, and establish international communication(Fahrurrozi, 2019).

Over time, Arabic has become an official language in many countries (Taufiqurrahman, Yahana Almajudha, 2024) In addition, Arabic language learning has a high urgency in the context of Islamic education and the development of Islamic science. Arabic is the original language of the main sources of Islamic teachings, namely the Qur'an and Hadith, so mastery of this language is the key to understanding these texts in depth. In addition, many of the works of classical scholars in various Islamic disciplines, such as tafsir, fiqh and tasawwuf, are written in Arabic, making it essential for academics and researchers to master this language in order to access such literature. Mastery of Arabic also plays a role in strengthening Islamic identity and facilitating communication between Muslims in different parts of the world. Therefore, the integration of Arabic language learning in the Islamic education curriculum is essential to form a generation capable of comprehensively understanding and practicing the teachings of Islam.

In a good and flexible learning process that cannot be separated in Arabic language learning(Fahmi, 2023), there are four main skills that must be mastered, namely listening skills (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qira'ah), and writing (maharah al-kitabah)(Annindita Hartono Putria & , Athiyah Laila Hijriyah, Mauludiyah, 2021) Among the four skills, speaking skills or maharah al-kalam is one of the important aspects that must be developed by learners. The ability to speak in Arabic allows learners to communicate actively, convey ideas well, and express their thoughts in social

and academic contexts. The purpose of teaching Arabic is to develop students' ability to use the language, both orally and in writing (Yani Zimatullah, 2023).

The main goal of learning maharah al-kalam is for learners to be able to pronounce Arabic words correctly, understand the differences in similar letter sounds, express ideas using proper grammar, and interact in dialog according to the situation at hand. This speaking ability is not just a technical skill, but also a means for learners to build confidence in communicating using Arabic. However, in practice, learning maharah al-kalam often faces various challenges, such as the lack of teacher skills in developing interactive teaching methods, the limitations of interesting learning media, and the low motivation of students in speaking Arabic. Therefore, an innovative approach is needed in learning Arabic so that students' speaking skills can improve effectively and enjoyably, besides helping students, this existence also helps educators in delivering the material (Ulfa et al., 2022).

In line with technological developments, various digital media can now be utilized to improve speaking skills in Arabic. The utilization of technology in learning not only makes the learning process more interesting, but also helps learners in understanding the material more easily. Thus, research on effective learning strategies and methods in improving Arabic speaking skills is becoming increasingly relevant to be studied. (Nurhasanah, 2024)

The objectives of Arabic language learning include the development of communication skills, both oral and written, which include four language skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). This learning also aims to foster awareness of the importance of Arabic as the main tool in studying the sources of Islamic teachings (Abdurochman, 2017). In addition, understanding the interrelationship between language and culture and expanding cross-cultural insights are also part of the learning objectives. In more detail, the purpose of learning Arabic is for students to be able to understand religious texts (Al-Qur'an and Hadith) as a source of Islamic law, understand original Arabic literature, and be skilled in speaking and composing in Arabic. Thus, the focus of learning is on listening and speaking skills (maharah istima'-kalam) with communicative and contextual topics, as well as reading and writing skills (maharah qira'ah-kitabah) texts about social religion. The main objective of Arabic language learning is the development of students' ability to use language, both oral and written. (Sulastri, 2016).

Arabic language learning in the modern era faces various challenges, especially in attracting students' interest and creating an effective learning environment. Conventional teaching methods that are still widely used are often less interactive and do not optimally utilize the potential of digital technology. As a result, students tend to feel less motivated in learning Arabic, especially in the aspect of speaking skills (Maharah Al-Kalam) (Mohammad Sofi Anwar, 2023). In fact, this skill is very important in mastering Arabic because it allows students to communicate actively and expressively. Unfortunately, in many cases, Maharah Al-Kalam is still an aspect that receives less attention in the learning process. (Arditya Prayogi & Ida Royani, 2023). This is exacerbated by the limited learning media that can support direct interaction as well as effective speaking practice. Therefore, innovations in teaching methods are needed that can overcome these obstacles and help students be more confident in using Arabic orally.

One solution that can be adopted is the utilization of digital technology, such as Canva, as an easy-to-use graphic design platform that can support visual-based learning. (Oktavia et al., 2023) Canva allows teachers to create learning materials that are more interesting, interactive, and in line with student needs. With the various features

available, this platform can be used to design learning media that support the mastery of *Maharah Al-Kalam*, such as digital comics, infographics, and interactive presentations. However, although Canva has great potential in improving Arabic speaking skills, its utilization in this context still requires further study. Research on the effectiveness of Canva in improving students' speaking skills is still limited, especially in the aspect of measuring the impact on fluency, vocabulary, and language structure used by students. Therefore, it is necessary to conduct a more in-depth analysis to find out the extent to which Canva can be an effective tool in learning Arabic that is more communicative and interesting. (Nurhasanah, 2024)

In the ever-evolving digital age, the urgency of technology in Arabic language learning is increasing. Technology not only facilitates access to diverse learning resources, but also creates an interactive environment that encourages student engagement. The use of digital apps and platforms, such as learning videos, speaking practice apps, and social media, allows students to practice Arabic in real-time and in relevant contexts. In addition, technology can assist teachers in developing interesting and innovative teaching materials, thus increasing students' motivation to learn. By utilizing technology, the learning process becomes more flexible and accessible anytime and anywhere. This is very important to fulfill the needs of the younger generation who are increasingly accustomed to the use of gadgets in their daily lives. (Nur et al., 2023) Therefore, the integration of technology in Arabic language learning is a strategic step to improve the quality of education and students' language skills.

Canva is an innovative and easy-to-use graphic design platform, in the context of the research on "The Role of Canva in Improving Arabic Speaking Skills: A Literature Review," Canva offers some significant potential as an innovative learning medium. Canva, as a graphic design platform, provides a variety of easy-to-use features and templates for creating engaging visual materials. Teachers can utilize Canva to design vocabulary cards, grammar posters, or Arabic comics (KOBAR), which can increase students' interest and motivation in learning. In addition, Canva facilitates collaboration between teachers and students, allowing students to actively participate in the learning process by creating their own designs and presentations. (Amrina et al., 2021)

The utilization of Canva also aligns with the flipped classroom learning model, where students learn material at home through digital media and practice it in class. Thus, Canva offers a creative and effective solution to improve Arabic speaking skills through interactive and visual learning. Canva application is chosen as a design tool for making Arabic learning media because it has many features, templates, design elements and is easy to use and supports creativity in making Arabic learning media. (Nurhasanah, 2024).

As for the research "Development of Arabic Learning Media Based on Canva Application in Improving 21st Century Educator Skills" by Tomi Enramika, this research highlights the importance of utilizing technology in Arabic language learning, especially in facing the challenges of the Industrial Revolution 4.0 era. The article asserts that the mastery of 21st century skills, which include communication, collaboration, critical thinking, and creativity and innovation (4C skills), is key in improving learning effectiveness. Canva was chosen as one of the graphic design platforms that can be used to develop innovative and interactive learning media, thus supporting educators in delivering materials more interestingly and effectively. The literature study used in this research shows that the use of Canva can help in creating more visual learning media, increase student engagement, and make the learning process more interesting and in line with the needs of

the times. However, this article also underlines that although Canva has been widely applied in the learning of various subjects, research that specifically highlights the use of Canva in Arabic language learning, especially in the development of Arabic script-based media, is still very limited. Therefore, further research is needed to evaluate the effectiveness of Canva in improving speaking skills (Maharah Al-Kalam) and other Arabic language skills in more depth..(Enramika, 2023)

Based on an analysis of the journal article “Application of the Canva Application Media in Arabic Language Learning” by Nafi'atu Rohmah, Nailul Izzah, and Ariliana, this study highlights the effectiveness of using the Canva application in Arabic language learning. In the digital era, technology integration in education is becoming increasingly important to improve the quality of learning. This research uses literature review and participatory observation methods, which show that Canva is able to increase students' interest and motivation in learning, create interactive learning media, and facilitate the delivery of material that is difficult to understand. In addition, Canva is proven to provide concept clarity through attractive visual displays, thus having a positive impact on student learning outcomes. This article also underlines that although Canva has many advantages in graphic design, its use in the context of Arabic language learning still requires more research regarding its effectiveness in the aspect of speaking skills (Maharah Al-Kalam). Thus, this study contributes to enriching the study on the utilization of technology in Arabic language learning, especially in developing more innovative and interesting learning methods.” (Izzah, 2024)

Based on an analysis of the journal article “The Use of Canva as a Learning Media for Arabic Reading Skills of Grade X Students at MAN Kota Batu” by Indah Rahmayanti, Abdul Muntaqim Al Anshory, R. Taufiqurrochman, and Sahrul Muhamad, this study examines the effectiveness of Canva in improving Arabic reading skills. The study used a mixed qualitative and quantitative approach, with data collection methods in the form of observation, interviews, and questionnaires. The results showed that the use of Canva in Arabic language learning facilitates text comprehension, increases students' interest and motivation, and allows students to learn independently. With an attractive appearance and interactive features, Canva is proven to be able to help students understand vocabulary and text structure better. Nonetheless, there are challenges in its use, such as dependence on a stable internet network. Overall, this study confirms that Canva is an innovative and effective learning tool in improving Arabic reading skills, although further development is still needed to overcome technical obstacles in its application.(Rahmayanti et al., 2023)

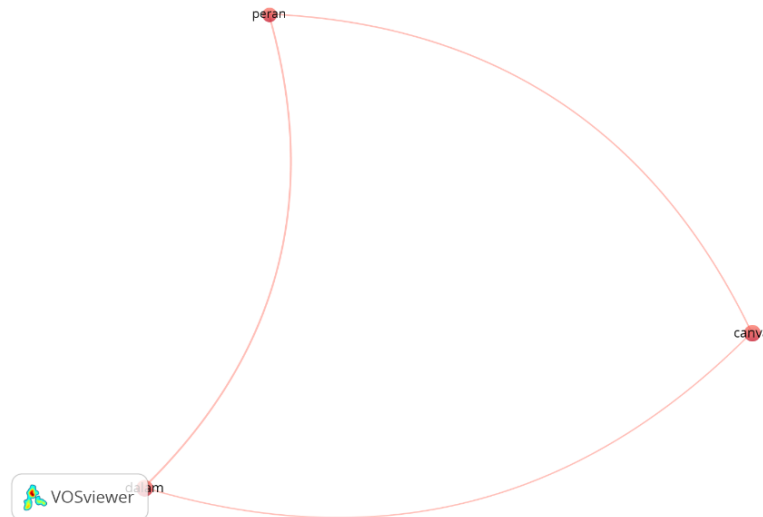
Based on an analysis of the journal article “Utilization of Canva Application in Arabic Learning Process at MAN Gunung Padang Panjang” by Amrina, Adam Mudinillah, and Ega Putri Handayani, this study examines the effectiveness of using Canva in Arabic language learning, especially in supporting teacher and student creativity. This research highlights how Canva as a graphic design platform can assist in the creation of learning materials that are more interesting, interactive, and easily accessible to students. The results show that the use of Canva allows teachers to design more varied learning media, such as posters, infographics, and presentations that can improve students' understanding of Arabic language materials. In addition, Canva also plays a role in increasing students' creativity in processing visual information. However, this study also identified obstacles in its use, such as the dependence on a stable internet connection and the limited free features in the Canva application. Overall, this study confirms that Canva is an effective tool in

Arabic language learning, although efforts are still needed to optimize its use to better suit the needs of students and teachers.(Amrina et al., 2021)

Based on the analysis of the journal article “Arabic Learning Media Development Using SAVI-Based Canva Application (Somatic, Auditory, Visual, and Intellectual)” by Irmansyah, Muhammad Alfath Qaaf, and Yuslima, this research aims to improve students' understanding in Arabic learning which is still relatively low. One of the factors causing it is the learning method that is less interesting and less interactive. Therefore, this research develops learning media based on the Canva application with the SAVI approach which combines aspects of physical, auditory, visual, and intellectual movements to create a more comprehensive learning experience. This research uses the Research and Development (R&D) method with the Borg and Gall model and combines qualitative and quantitative data. The results showed that the learning media developed were declared valid based on material and media validity tests, and proven effective in improving student learning outcomes through T-test analysis. With significant differences in pre-test and post-test results, this study proves that the use of SAVI-based Canva can improve Arabic comprehension more optimally than conventional methods. However, there are still challenges such as limited access to technology for some students and the need for additional training for teachers in optimizing the use of Canva in learning.(Irmansyah et al., 2023)

Novelty in this study lies in the in-depth analysis of Canva's role in improving Arabic speaking skills (Maharah al-Kalam), which has not been the main focus in the previous five journals. Previous studies have mostly discussed the use of Canva in Arabic language learning in general, such as improving text comprehension, learning media design, and the application of SAVI methods. This research offers a new perspective by highlighting Canva's effectiveness in encouraging oral interaction, enriching vocabulary, and increasing students' confidence in speaking Arabic. Using a literature review approach, this research examines various innovative strategies that can be implemented through Canva to optimize speaking skills. The results of this study are expected to be a reference for educators in developing technology-based learning methods that are more interactive and communicative.

Based on the results of the analysis with the number result 200 with 2020-2025 with the keywords “Canva's Role in Improving Arabic Speaking Skills: Literature Review”, then the researchers conducted an analysis to find out the state of the art through the vosviewer application, it was found that the total link strength: 27, links: 3, cluters: 1, it turns out that not many studies related to this research have been found.



Gambar. 1 Hasil Novelty

The similarity between this study and the five previous studies lies in the same main focus, namely the utilization of Canva as Arabic learning media. The five studies highlighted the benefits of Canva in improving the quality of learning, making it easier to understand the material, and increasing students' creativity in developing interesting and interactive learning media. In addition, some studies also examine the effectiveness of Canva through technology-based approaches and certain learning models, such as SAVI, to improve students' learning experience. However, the difference lies in the aspect of language skills that is the main focus. The five previous studies emphasize more on improving text comprehension, learning media design, and the effectiveness of teaching methods in general, while this study specifically examines the role of Canva in improving speaking skills (Maharah al-Kalam) in Arabic. Using the literature review method, this research seeks to explore innovative strategies that can be implemented through Canva to improve students' fluency, pronunciation, and confidence in communicating using Arabic orally.

This study aims to analyze the role of Canva in improving speaking skills (Maharah al-Kalam) in Arabic language learning through a literature review of various previous studies. Specifically, this study seeks to identify effective strategies for utilizing Canva in supporting Arabic speaking learning, explore the features of Canva that can be used to train students' fluency and pronunciation, and assess the advantages and challenges in its application. In addition, this study aims to examine the extent to which Canva can contribute to improving oral interaction, expanding vocabulary, and building students' confidence in communicating using Arabic. Through the literature review approach, this research is expected to provide insights for educators in developing technology-based learning methods that are more interactive and communicative, as well as a reference for further research in the field of digital-based Arabic language learning. To achieve these objectives, this research uses the literature review method.

METHOD

This research uses a type of literature review or (Fadilatul Alfusanah, Koderi, Agus Jatmiko, 2024) or the approach used in this research is a qualitative approach (Stotz et al., 2023). This research was conducted by analyzing the literature related to the use of digital

technology in Arabic language learning. The main source of data for this research is journal articles that discuss the challenges of utilizing technology in the context of education. The data were obtained by exploring and selecting the contents of journal articles that are credible and relevant to the research topic. To test the validity of the research data, source triangulation was conducted by combining findings from various sources to increase the validity of the research data. Then, content analysis was conducted by identifying patterns, themes, and trends found in the collected research data. Furthermore, the data interpretation process includes a deep understanding of the findings obtained from the analysis so as to summarize the research findings comprehensively. This research is intended to add insight into the role of Canva in improving Arabic speaking skills. (Zaffa Izzatul Islamiah, Tsania Sausan Hasna², Nassirudin & Azzahra, Ahmad Ilham Fadli, Rajendra Nur Pallasta, 2025).

RESULTS & DISCUSSION

Research conducted by Ahlul Mufid Himayanti, Muhammad Prayito, Joko Sulianto, and Sri Wikyuni in 2023 entitled “Analysis of Learning Video of Pancasila Symbols Through Canva Application for Grade 1 SDN Plamongansari 02”. This study uses qualitative methods with data collection techniques through observation and interviews with teachers at SDN Plamongansari 02. The main purpose of this study is to analyze the use of the Canva application in making learning videos used to teach Pancasila symbols to grade 1 students. The results showed that learning using Canva-based videos is effective in improving students' understanding of Pancasila values, because attractive visual media makes students more interested and easy to understand the material. This study recommends that teachers develop more innovative and interactive learning media using Canva to improve the effectiveness of the learning process. (Ahlul Mufid Himayanti et al., 2023)

Research conducted by Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid in 2023 entitled “Development of Canva-based Arabic Comic Learning Media”. This research uses the Research and Development (R&D) method with the Four-D (4D) model which consists of defining, designing, developing, and disseminating stages, although in this study it only reached the development stage due to time and cost constraints. The research instruments involved media expert and material expert validation, as well as response questionnaires from teachers and students. The results showed that Canva-based Arabic comic media had high feasibility, with media expert validation of 79% (feasible category) and material expert validation of 96% (very feasible category). In addition, the teacher's response to the media reached 95% (very feasible), while the students' response to the practicality of the media obtained 94% (very feasible). Thus, this study concludes that Canva-based Arabic comic media can be used as an innovative and effective learning media in improving students' understanding of Arabic. (Aisyah et al., 2023)

Based on the analysis of a journal article written by Rosalinda and Muhammad Syafriansyah (2023) in the Research Science Journal, this study aims to develop Arabic learning media through the Canva application and test its feasibility and effectiveness. Using the Research and Development (R&D) method with the 4-D development model, this study produced video-based learning media using Canva. Validation conducted by media experts showed a feasibility level of 89.09%, while material experts gave an assessment of 89%. These results show that Canva-based learning media is very valid and feasible to use in Arabic language learning. In addition, this study also emphasizes that the

use of Canva can increase students' creativity, efficiency, and motivation in the learning process. Suggestions from experts mention that the presentation of material can be more optimal if it is equipped with audio to increase understanding and reduce student boredom. (Linda & Syafriansyah, 2023)

Based on the analysis of a journal article written by Indah Rahmayanti, Abdul Muntaqim Al Anshory, R. Taufiqurrochman, and Sahrul Muhamad (2023) in *Palapa Journal*, this study aims to examine the use of Canva application as a medium for learning Arabic reading skills for grade X students at MAN Kota Batu. This study used qualitative and quantitative mixed methods with data collection techniques through observation, interviews, and questionnaires to 33 students. The results showed that Canva is effective as a learning media, both in class and for independent learning at home. Students' response to this media is also positive, as evidenced by the validity test results using Pearson Correlation which shows a significant correlation value. The advantage of Canva in this learning is its ability to present material in a visually appealing manner, while the main obstacle found is the need for a stable internet network. (Rahmayanti et al., 2023)

Based on the analysis of a journal article written by Jhoni Warmansyah, Nurlaila, Adam Mudinillah, and Ananta Dwina Fitri (2023) in *Jurnal Lughawiyah*, this study aims to describe teachers' perceptions of the use of Canva application in supporting Arabic language learning in early childhood. Using a quantitative descriptive method with data collection techniques through online questionnaires, this study involved 20 teachers as respondents selected through purposive sampling. The results showed that the utilization of Canva application can be an effective alternative in improving the quality of Arabic language learning for early childhood. This application helps teachers in creating learning materials that are interesting and easy to understand, considering that learning Arabic in early childhood requires a creative and innovative approach. Most respondents stated that Canva makes it easier to deliver materials visually and interactively, although there are still obstacles such as dependence on internet access. Thus, this study recommends the use of Canva as a learning media that can increase student engagement and the effectiveness of Arabic language learning in early childhood. (Warmansyah et al., 2023)

Based on the analysis of journal articles written by Muhammad Azhar, Hakmi Wahyudi, Promadi, and Masrun (2023) in the *Journal of Education and Teaching Review*, this study aims to investigate the role of technology as a catalyst in the transformation of Arabic language learning in Indonesia. Using a library research approach with a descriptive qualitative analysis method, this study examines various articles related to the use of technology in Arabic language learning. The results show that the utilization of technology has a significant impact, making learning easier, more efficient and effective. Technology also allows for better supervision of student learning, virtually presenting native speakers, and eliminating time and space constraints in the learning process. In addition, technology contributes positively to learning evaluation, such as allowing teachers to set time limits for questions, preventing cheating, and designing audio and video-based questions. The findings confirm that technology integration in Arabic language learning brings innovation and efficiency, improves learning quality, and enriches students' learning experience in Indonesia. (Azhar et al., 2023)

Based on the analysis of a journal article written by Nely Izzatul Maimanah and Romelah (2022) in the *STAIM Paciran Journal*, this study aims to describe the implementation of Canva media in Arabic language learning at TPQ At-Thohiriyah Brondong Lamongan. Using a qualitative approach with a case study type, this study

involved Arabic language teachers and six students with various levels of ability. Data collection techniques were carried out through observation, interviews, and documentation. The results showed that the use of Canva application-based media is effective in learning Arabic at the TPQ. Canva helps create more interesting and interactive teaching materials, thus increasing the interest and involvement of students in the learning process. However, this study also revealed that the use of Canva has an obstacle, namely dependence on stable internet access. Overall, this study recommends Canva as a learning media that can increase the effectiveness of Arabic language teaching in the TPQ environment. (Izzatul & Romelah, 2022)

Based on the analysis of a journal article written by Nafi'atu Rohmah, Nailul Izzah, and Ariliana (2024) in *An-Nahdloh: Journal of Arabic Teaching*, this study aims to evaluate the effectiveness of Canva application as a learning media in Arabic language teaching. Using a literature review method as well as in-depth interviews and participatory observations, this study found that Canva is effective in increasing students' interest and motivation to learn, creating interactive and innovative learning media, and simplifying the process of creating teaching materials. Canva is also proven to help clarify concepts that are difficult to understand and improve student learning outcomes. Thus, this study concludes that the use of Canva as a learning media can provide significant benefits in improving the effectiveness of Arabic language teaching in the digital era. (Izzah, 2024)

Based on the analysis of a journal article written by Asep Usamah and Ahmad Fajri Lutfi (2022) in the *Journal of Information Technology Education*, this study aims to develop and evaluate the effectiveness of Canva multimedia-based Arabic learning media at SD Aisiyiah Kuningan. Using the Research and Development (R&D) method with three main stages - preliminary studies, model development, and evaluation and testing - this study involved two groups of students, namely the experimental class taught using Canva media and the control class taught conventionally. The results showed that the application of Canva-based learning media significantly increased students' interest in learning. The average percentage of students' interest in learning before using learning media was 35.82%, while after being treated with Canva media it increased to 50.84%, showing an increase of 15.02%. This finding indicates that the use of Canva as an interactive learning media can help increase student engagement and effectiveness of Arabic language teaching. (Usamah & Lutfi, 2022)

Based on the analysis of a journal article written by Irma Rachmayanti and Mochamad Arifin Alatas (2023) in *Ghâncaran: Journal of Indonesian Language and Literature Education*, this study aims to describe the utilization of artificial intelligence (AI) as a digital learning media in IAIN Madura's Foreign Language Development Program (FLDP), especially in Arabic language teaching. Using a descriptive qualitative method with data collection techniques in the form of questionnaires, observation, and documentation, this study found that AI, including the Canva application, is effective in improving students' Arabic language skills in four main aspects: *istima'* (listening), *kalam* (speaking), *qiraah* (reading), and *kitabah* (writing). The results show that the use of AI in Arabic language learning can strengthen students' learning experience through interactive features, native speaker voice recordings, and attractive visual media. Students' response to the application of AI is also positive, with the majority stating that this technology helps them understand and master Arabic better than conventional methods. Thus, this study concludes that AI, including Canva, has great potential in improving the effectiveness of digital-based Arabic language learning in the academic environment. (Rachmayanti & Alatas, 2023)

Moh. Aldi Fitrah, Muhammad Alfarizy, Depriyanto, and Umi Machmudah (2024) in the *Al-Mashadir Scientific Journal* examined the use of Al-Qalam AI in learning Arabic writing skills (*mahārah al-kitābah*) at UIN Maulana Malik Ibrahim Malang. This descriptive qualitative research found that Al-Qalam AI helps improve writing accuracy with grammatical and spelling correction features, provides instant feedback, and facilitates accessibility. However, there are challenges such as dependence on internet connection, limited understanding of Arabic cultural context, and the risk of user dependence on technology. Therefore, this study recommends using Al-Qalam AI as a tool in learning, not as a substitute for the role of the teacher, so that technology can optimally support the improvement of students' writing skills.(Fitrah et al., 2024)

Lina Husnul Karimah, Ramdhan Yurianto, and Dwi Putra Cahyanto (2024) in the *Harakah Journal* examined the application of the Project Based Learning model in Arabic language learning through the making of teaching material videos at Nahdlatul Ulama University Purwokerto. This descriptive qualitative research involved 40 students and showed that this method increased students' understanding of the material and creativity in designing teaching materials. The advantages of this model are that it is able to foster creativity, self-confidence, and provide wider access to teaching materials outside of lectures. However, this study also identified several obstacles, such as difficulties in editing videos, limited time to work, and lack of technical guidance from lecturers. Therefore, this study recommends that the video-based Project Based Learning model be optimized with the support of technical training to be more effective in Arabic language learning.(Karimah et al., 2024)

Dara Sukma Wijaya and Insan Romadhan (2024) in the *Relasi Journal* examined the use of the Canva application as a learning medium at SDN Putat Jaya II/378 Surabaya with a descriptive qualitative method through observation, in-depth interviews, and documentation. The results showed that Canva not only improved students' graphic design skills but also supported project-based learning and creative presentation of assignments. Training for teachers also generated positive responses, which contributed to increased teaching effectiveness. In addition, the use of Canva was shown to help develop students' visual literacy, creative thinking ability and communication skills. Thus, this study confirms that the integration of technology in learning, particularly through Canva, can improve the quality of education in the digital era.(Wijaya, 2024)

Mawardi, Mustafa, and Musdalifa (2024) in the *Journal of Pragmatics* examined the development of a mini Arabic dictionary to assist vocabulary learning for grade VIII students at Datok Sulaiman Palopo Junior High School. This study uses the Research and Development (R&D) method with the 4D model which includes defining, designing, developing, and disseminating stages. The results showed that this mini dictionary is very valid and practical to be applied in learning, with the results of material expert validation of 96.36%, media expert validation of 86.66%, and practicality test by teachers scored 80%. In addition, the pilot test to students showed an interest level of 84.75%, which indicates that this media is very interesting and effective in improving the understanding of Arabic vocabulary. Thus, this study concludes that the mini dictionary can be an efficient tool in learning Arabic, especially in overcoming students' difficulties in memorizing and understanding mufrodāt.(Wijaya, 2024)

Hanan Faizatuzahra and Sukardi (2024) in the *Journal of Educational Research and Development* examined the development of digital-based ARTESI multimedia to improve reading comprehension skills of grade IV elementary school students. This study used the

Research and Development (R&D) method with the Borg & Gall model and involved 28 students, teachers, and education experts as research subjects. The results showed that ARTESI multimedia was considered very feasible to use in learning with a success rate of 88-94%. The N-gain test also showed an increase in students' reading skills in the moderate category. Thus, this study concludes that digital-based ARTESI multimedia is effective in improving elementary students' reading comprehension skills and recommends the integration of technology in language learning. (Wijaya, 2024)

Fitriyana Mamonto, Zohra Yasin, and Moh. Zulkifli Paputungan (2024) in *Al-Mashadir Scientific Journal* examined the effectiveness of picture media on the retention of Arabic vocabulary mastery at MTs Negeri 1 Bolaang Mongondow Timur. This study used an experimental method with a quantitative approach through pre-test and post-test tests. The results showed that there was a significant difference in vocabulary mastery between the control group and the experimental group, with an increase in the average score of 30.25 points in the experimental group compared to 11.72 points in the control group. The Mann-Whitney U statistical test showed a significance value of 0.000, which is smaller than 0.05, thus proving that picture media has a positive and significant effect on Arabic vocabulary retention. Thus, this study concludes that picture media can improve learners' understanding and retention of Arabic vocabulary in the long term. (Indah Setiyawati, 2024)

Nurfadillah Syamsi, Susiawati, and Laelah Azizah (2024) in the *Pinisi Education Journal* examined the effectiveness of the Whisper Game method in improving Arabic vocabulary acquisition at MIN Gowa. This classroom action research (PTK) was conducted in two cycles involving 38 students of class VI.3 as research subjects. The results showed that the average score of students' vocabulary mastery increased from 66.57 in the first cycle to 73.68 in the second cycle, with an increase of 7.11 points. This finding shows that the Whisper Game method not only helps students remember vocabulary better, but also increases their participation and enthusiasm in learning Arabic. Therefore, this study concludes that the Whisper Game method can be applied as an effective learning strategy to improve Arabic vocabulary acquisition at madrasah level. (Nurfadillah Syamsi, Susiawati, 2024)

Indah Setiyawati and Amrini Shofiyani (2024) in *Pediaqu: Journal of Social Education and Humanities* examined the development of Arabic textbooks based on cybernetic theory to improve reading skills of grade X students of MAN 9 Jombang. This study used the Research and Development (R&D) method with the ADDIE model and involved 30 students as research subjects. The results showed that the developed coursebook obtained a very valid level of feasibility based on the validation of media experts (87.5%), material experts (87.5%), and student responses (83.16%). In addition, the effectiveness of the coursebook is evident from the increase in the pre-test average score of 64.4% to 96.43% in the post-test, showing a significant increase in student understanding. Therefore, this study concludes that cybernetic theory-based coursebooks are highly effective in improving students' Arabic reading skills. (Indah Setiyawati, 2024)

Ika Oktaviani, Rahma Sekarningrum, Maulidah Syahrissyarifah, and M. Yunus Abu Bakar (2024) in the *Journal of Science Student Research* examined the dynamics of Arabic language learning and acquisition by highlighting the effect of different learning methods on children's and adults' understanding. Using a descriptive qualitative approach, the study analyzed academic literature to identify factors that influence the effectiveness of Arabic language learning in Indonesia. The results show that the learning environment, motivation and availability of resources play a crucial role in the success of learning. In addition,

differences in teaching methods between children and adults have a significant impact on learning outcomes. This study concludes that the selection of appropriate methods in accordance with the characteristics of learners can improve the effectiveness of Arabic language learning at various levels of education.(Oktaviani, 2024)

Abdurahman, Arum Tri Budiarti, Khairun Nisa, and Sahkholid Nasution (2025) in Jurnal Karakter examined the opportunities and barriers in digital technology-based Arabic language learning from the perspectives of teachers and students. Using qualitative methods through interviews and literature studies, this study found that digital technology provides many benefits, such as wider access to learning materials, global interaction, more innovative learning, and time and place efficiency. In addition, digital technology also contributes to advancing educational institutions to the international level. However, there are some barriers in its implementation, such as teachers' and students' lack of readiness in utilizing technology, digital distraction, and technology access gap. Therefore, this study recommends improving digital literacy for educators and learners in order to maximize the benefits of technology in Arabic language learning.(Budiarti et al., 2025)

1. Analyze the role of Canva in improving speaking skills (Maharah al-Kalam) in Arabic language learning

Analyzes the role of Canva in improving speaking skills (Maharah al-Kalam) in Arabic language learning. In this context, research conducted by Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid (2023) on “Development of Canva-based Arabic Comic Learning Media” shows that Canva has great potential in improving students' understanding of Arabic through attractive visual media. With material expert validation reaching 96% (very feasible category) and very positive student responses, this study indicates that Canva can be an effective learning media. Although this study focuses on the use of comics in Arabic language learning in general, its implications for Maharah al-Kalam can be further explored, given that the visual aspects in comics can help students understand and develop speaking skills better.

In addition, research conducted by Rosalinda and Muhammad Syafriansyah (2023) in the Research Science Journal shows that Canva-based learning media is not only valid and feasible to use, but also able to increase students' creativity and motivation in learning Arabic. This finding is relevant to the purpose of this study, as motivation and creativity have an important role in the development of speaking skills. With Canva, students can participate in the creation of learning materials independently, such as creating conversation videos or interactive presentations, which directly train their Maharah al-Kalam. Therefore, this study will further explore how Canva can be optimally integrated in Arabic language learning to improve students' speaking skills.

2. Identify effective strategies for utilizing Canva in supporting Arabic speaking learning

Based on research conducted by Jhoni Warmansyah et al. (2023), the utilization of Canva application in Arabic language learning has been proven to improve the quality of teaching, especially for early childhood. This study shows that Canva helps teachers create more interesting and interactive materials, making it easier for students to understand the lessons. In the context of learning to speak Arabic, the results of this study can be used as a reference that the visual and interactive features of Canva can provide a more immersive learning experience. With Canva, teachers can design teaching materials that are not only text, but also include images and audio elements that support the mastery of speaking skills.

Nonetheless, this study also highlights challenges in its use, such as the dependence on stable internet access, which needs to be a concern in the implementation of Canva utilization strategies for Arabic speaking learning.

In addition, research by Nafi'atu Rohmah et al. (2024) in *An-Nahdloh: Journal of Arabic Teaching* also shows that the use of Canva is effective in increasing students' learning motivation in Arabic language teaching. The study confirms that Canva allows teachers to create innovative and interactive learning media, which ultimately has an impact on improving students' language skills. In relation to speaking learning, Canva's features such as the creation of presentations, infographics and short videos can be utilized to train students in composing and conveying ideas orally. This research also emphasizes that Canva can clarify difficult concepts in Arabic through a visual approach, thus supporting students' understanding and confidence in speaking. Therefore, the integration of Canva in Arabic speaking learning strategies can be an effective solution to increase students' participation and speaking skills in the digital era..

3. To assess the extent to which Canva can contribute to improving oral interaction, expanding vocabulary, and building students' confidence in communicating using Arabic.

Based on research conducted by Nely Izzatul Maimanah and Romelah (2022), the use of Canva application in Arabic language learning at TPQ At-Thohiriyah Brondong Lamongan proved effective in creating more interesting and interactive teaching materials. This is in line with the purpose of this study, which is to examine the extent to which Canva can increase oral interaction, expand vocabulary, and build students' confidence in communicating using Arabic. With an attractive design and interactive visuals, Canva plays a role in increasing students' engagement in the learning process, which in turn can help them be more confident in communicating. Nevertheless, the study also found obstacles such as dependence on stable internet access, which can be a hindering factor in implementing Canva as the main learning media.

Meanwhile, research conducted by Asep Usamah and Ahmad Fajri Lutfi (2022) at SD Aisyiyah Kuningan showed that the use of Canva in Arabic language learning was able to significantly increase students' interest in learning. With a Research and Development (R&D) approach, this study proved that students who learned using Canva had higher interest compared to conventional methods. This shows that Canva can not only expand students' vocabulary through a more visual presentation of the material, but also create a more engaging learning environment.

CONCLUSIONS

Based on the results of the literature review, this study shows that Canva has a significant role in improving speaking skills (Maharah al-Kalam) in Arabic language learning. The use of Canva as a learning medium provides a more interactive and visual learning experience, which helps students in enriching their vocabulary, increasing their confidence, and improving their pronunciation in speaking Arabic. The various features available in Canva allow teachers to design engaging teaching materials, such as digital comics, infographics and interactive presentations, which can be applied in technology-based learning models, including the flipped classroom. Despite challenges such as dependence on stable internet access, this study confirms that Canva can be an innovative

solution in Arabic language teaching, particularly in improving students' speaking skills. Thus, this research is expected to be a reference for educators in developing more creative, interactive, and technology-based Arabic learning methods.

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