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Development of Canva Media to Improve Arabic Language Learning for Students of University

Nunik Zuhriyah¹ *, Zakaria Firdaus², Eka Zahro' u Rosyidah³, M. Zunaidul Muhaimin⁴

^{1,2,3} Badrus Sholeh Islamic Institute, Indonesia

⁴ Faqih Asy' Ari Islamic Institute, Indonesia

*Corresponding E-mail: nunikzuhriyah@gmail.com

Abstract

This research aims to develop Canva based learning media to increase the effectiveness of Arabic language learning at university. The background of this research is based on students' needs for interactive, visual, and easily accessible media, along with the development of digital technology in education. The research method used is Research and Development (R&D) by adapting the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The research subjects were second semester students of the Arabic Language Education at IAI Badrus Sholeh Kediri. The learning media developed include vocabulary infographics and interactive slide presentation-based materials. The results show that Canva media is effective in improving material understanding, active student involvement in the learning process, and encouraging learning independence. Assessments from media experts and material experts show that this media is suitable for use in learning Arabic with some minor improvements. Based on the results of the t-test analysis, the p-value is $0.00 < 0.05$, which means that there is a statistically significant difference before and after implementation. Thus, the development of Canva-based media can be an innovative solution in overcoming the boredom of conventional learning and improving the quality of Arabic language learning in university.

Keywords: Development; Canva Media; Arabic Language Learning.

A. Introduction

Arabic is one of the international languages that has an important position in various aspects, whether religious, scientific, social, or cultural (Manangin et al., 2024). Among Islamic universities, mastery of Arabic is a fundamental competence because most of the classical and contemporary Islamic literature is written in this language (Andarwati et al., 2023). However, the reality of learning Arabic in higher education still faces serious challenges, especially related to the low motivation of students, the limited methods used by lecturers (Sulaiman, 2025), and the lack of learning media that are in accordance with the characteristics of 21st

century students.

Arabic language learning in higher education experiences various challenges, including low student motivation, the dominance of the lecture method, and the lack of learning media that can attract the attention of the digital generation (Izzatul & Romelah, 2022). In the midst of the industrial revolution 4.0 era, learning should be designed with innovative technology-based approaches (Rezania et al., 2022). Canva, as an easy to use graphic design platform, has great potential to be developed into an interactive media in Arabic language learning (Nurun Najmi et al., 2024).

Arabic pedagogy in higher education is not only oriented towards mastery of grammatical rules (*nahwu and sharf*), but also emphasizes the development of students' overall communicative competence (Pramanick, 2022). This approach is in line with the modern language learning paradigm that places language as a tool for communication and meaning construction. In this context, Arabic language learning requires strategies that can bridge the linguistic complexity of the language with the needs and characteristics of adult learners (Zhang, 2020).

Learning Arabic at the tertiary level faces various challenges that are quite complex (Ginayah et al., 2024). Some of them are the low motivation of students to learn, the dominance of one-way lecture methods (Kougioumtzidis, 2022) and the limited use of learning media in accordance with the characteristics of today's digital generation (Nasution & Zulheddi, 2018). This condition results in the Arabic learning process tends to be monotonous and less interesting for students, so it is not optimal in achieving the expected learning objectives (Rachmayanti & Alatas, 2023).

Along with the development of information technology in the era of the Industrial Revolution 4.0, learning in higher education is required to be more adaptive and innovative (Amrina, Mudinillah, et al., 2022). One solution that can be offered is to utilise graphic design-based digital media, such as Canva. Canva is a platform that provides a variety of visual features that are interactive and easy to use (Zebua et al., 2024), so it has the potential to be an effective medium in delivering Arabic learning materials in a more interesting and communicative manner (Rizqoh & Taufik, 2024).

The main theory in the development of Canva media is Mayer's Cognitive Theory of Multimedia Learning (Kougioumtzidis, 2022). This theory is based on the assumption that humans process information through two main channels, namely verbal and visual, with limited cognitive capacity. Learning will take place optimally if information is presented through a combination of text and visuals that are meaningfully integrated (Çeken, 2022).

Constructivism theory emphasizes that knowledge is actively constructed by learners

through experience and interaction with the learning environment (Fiorella, 2020). In language learning, this approach encourages students to actively engage in the process of understanding, using, and reflecting on language (Pasaribu, 2025). Digital learning media, including Canva, provide a space for students to construct Arabic language knowledge independently and collaboratively (Saefudin, 2024).

In education, visual media can help students understand abstract concepts in language learning, including grammar (nahwu), morphology (sharaf), and vocabulary (Wiyono et al., 2023). However, there are still very limited studies that specifically examine the use of Canva as a medium for learning Arabic in higher education (Khairunnisa & Apoko, 2023). This is an important research gap to be answered, especially in an effort to improve the quality of Arabic language learning that is relevant to the needs and characteristics of digital era students (Nunik Zuhriyah et al., 2025).

One of the strategic solutions in dealing with these problems is through the development of digital technology-based learning media that is easily accessible, attractive, and effective (binti Sua'aidah hanur, 2025). Canva, as a graphic design platform that provides various visual features, animation, and interactivity (Delgado-Suarez, 2023), offers great potential to be developed as an innovative Arabic learning media (Amrina, Adam Mudinillah, et al., 2022). Canva allows users to create visual-based learning materials such as infographics, posters, vocabulary cards, animations and interactive presentations (Pasaribu, 2025) that can be tailored to the material needs and characteristics of students (Kholisoh et al., 2024).

There are several related studies taken from different sources in this research. First is a research from Linda & Syafriansyah (2023) the title Development Of Arabic Learning Media Through Canva Application and the result is Canva has become popular among educators due to its intuitive interface, diverse design options, and ability to insert text, images, icons, and animated elements that support visual learning.

In the context of Arabic language learning, Canva can be used to present vocabulary (mufradat) with illustrations, arrange sentence structures in schematic form, create grammatical exercise cards, or design interactive quizzes. Secondly, the results Alhubilah & Abdurahman, (2025) found that the use of Canva in language learning can increase the attractiveness of the material, strengthen learners' memory of vocabulary and foster active participation during the learning process. Canva can also be integrated with various Learning Management Systems (LMS) or educational social media so as to enable wide and flexible distribution of materials. These advantages of Canva make it one of the practical solutions in developing technology-based learning media.

The novelty in this research focuses on the development process and feasibility test of

Canva-based learning media specifically designed to support the Arabic language learning process in higher education. This research not only aims to produce innovative learning media products, but also evaluates the extent to which the media is effective in increasing students' engagement and understanding of Arabic language materials.

The purpose of this research is to develop Canva-based learning media that can be used effectively in learning Arabic in higher education, as well as measuring the level of feasibility and effectiveness of the media in improving student learning outcomes. This research is expected to provide an alternative learning media that is not only visually appealing, but also able to foster interest in learning, improve understanding, and support the achievement of Arabic language competencies comprehensively. Thus, this research is the first step in building a creative, adaptive, and technology-based Arabic learning ecosystem.

B. Method

This research is a research and development (R&D) study, which aims to obtain specific products and test their effectiveness. A combined method is a method that combines quantitative and qualitative methods to be used together in research activities in order to obtain more comprehensive, valid, reliable, and objective data. Comprehensive data is a combination of quantitative and qualitative data. (Arsyad, 2019). The development model used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Batubara dkk., 2020.), The research subjects were second semester students of the Arabic Language Education at IAI Badrus Sholeh Kediri. The stages of this research are arranged following the flow of the ADDIE model as follows:

1. Analysis, the needs of students and lecturers related to Arabic learning media are identified. Data collection techniques include interviews, class observations, and distributing questionnaires to students.
2. Design, After the needs were identified, researchers developed a Canva-based media design that included material content, visual layout, interactive elements, and material presentation strategies.
3. Development, At this stage, concrete media development is carried out using the Canva platform. The content includes vocabulary infographics, grammar animations, interactive quizzes, and visual presentations. The media products were then validated by media experts and Arabic language experts.
4. Implementation, The validated media was then trialled with students for four meetings.
5. Evaluation is conducted in two stages: formative and summative. Formative evaluation is conducted during the media development and trialling process.

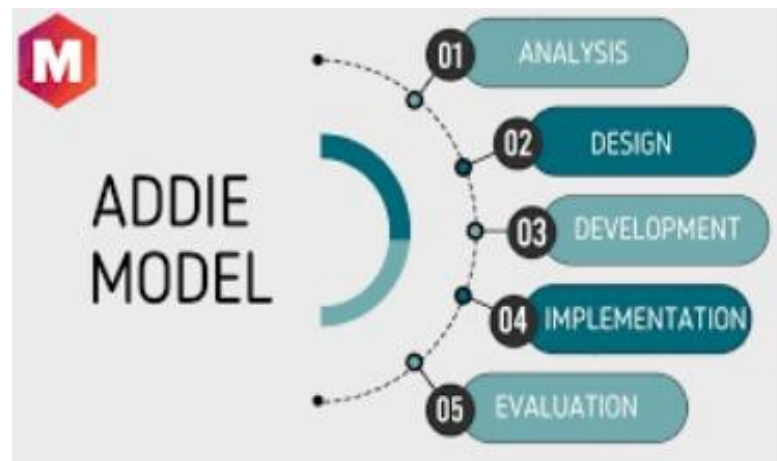


Figure 1. ADDIE development model

Data collection techniques in this study included observation, interviews, documentation, questionnaires, and tests. Expert validation data analysis was obtained through assessments from material experts, media experts, and learning design experts, which were carried out based on questionnaire instruments that had been distributed.

C. Result and Discussion

This section describes the research findings in detail based on the research stages: analysis, design, development, implementation and evaluation to the use of Canva media in Arabic language learning.

1. Analysis

The initial stage of the research was conducted by analysing the needs of students and lecturers related to Arabic learning media used so far. Based on the results of interviews and distributing questionnaires to twenty students and two lecturers teaching Arabic language courses, it was found that most students felt that Arabic language learning tended to be boring, not contextualised, and less visually appealing. They said that the material provided is often just a long text without illustrations, making it difficult to understand and remember.

As many as 83% of students stated that they need more visual and interactive media to facilitate understanding of grammatical concepts and vocabulary. Meanwhile, lecturers stated that time constraints and lack of training on the use of digital media are the main obstacles in creating innovative learning. This shows that there is a real need for the development of learning media that is more in line with the characteristics of students.

2. Design

The design stage begins with the formulation of learning objectives to be achieved through Canva. These objectives are formulated based on the Arabic language course syllabus at IAI Badrus Sholeh Kediri, particularly the material on nahwu, mufradat, and basic qirā'ah. The learning objectives are designed to cover the cognitive, affective, and psychomotor aspects

of students. Thus, the media not only conveys Arabic language learning material but also builds students' interest, positive attitudes, and Arabic language skills.

The next step is selecting the media format. Canva was chosen because it has the ability to present various types of visual content, ranging from infographics, interactive slides, light animations, to short videos. This selection was based on observations and interviews that showed that students find it easier to understand material through visual displays than long texts. At this stage, the structure of the content to be incorporated into the media is also designed. The Arabic language material is developed into several learning units consisting of: first, an introduction to concepts (in the form of infographics and illustrations); second, examples of usage (through short dialogues or sentence structures); third, interactive exercises (using links to quizzes, games, or drag-and-drop questions); and finally, formative assessment.

Then, a storyboard was designed as the initial visual framework for the media to be developed. This storyboard serves to visualize the flow of material delivery from start to finish. Each Canva page or slide reflects a single learning activity. This process involves visual instructional design principles that emphasize readability, color, typography, icons, and the use of simple communicative language.

The design stage is carried out by compiling instructional designs and scenarios of material visualisation that will be outlined in Canva. Researchers identified the basic competencies to be achieved, such as mastery of thematic mufradat and improving reading and writing skills. The material content was designed in the form of: First, Vocabulary infographics, with illustrations and audio pronunciations. Secondly, Animation of word changes (sharaf), with an emphasis on the patterns of verb and noun changes and the last is interactive exercises in the form of quizzes using Canva features inserted in the LMS;





Picture 2. Canva Media Learning

3. Development

At this stage of development, researchers converted the previously designed storyboards and initial designs into final media products using the Canva platform. This process involved creative activities such as selecting templates, adjusting colors, setting layouts, inserting icons and educational illustrations, and adding animated elements to enhance visual appeal. Each piece of content was designed according to instructional design principles that support student understanding, retention, and participation. The products are modul and flexible, so they can be used independently by students or by lecturers as presentation media in face-to-face learning. Each learning unit is designed with a combination of Arabic text, transliteration, and translation so that it can be easily accessed by students with varying levels of Arabic language proficiency.

The designed media was then developed concretely using Canva features, such as visual templates, animation elements, educational icons, and audio features. This process was conducted collaboratively between researchers, course lecturers, and students, whose role was to provide input on the convenience of use and visual appeal.

a) Expert Design Validation

Design validation was carried out on the developed product to assess its feasibility and quality. This process used a questionnaire designed to evaluate various aspects, and included columns for recording comments, suggestions, and input to support the evaluation and refinement of the media. Product validation was carried out by Mr. Syukril Agaba, a lecturer at the Badrus Saleh Islamic Institute in Kediri, who possesses high expertise in the field of educational media. Therefore, his perspectives and suggestions have made significant contributions to the refinement of this development outcome. The validation activity was conducted on February 24, 2025. The evaluation items in the questionnaire were developed based on references from various sources, which were then adapted to the characteristics of the media and the results of local needs analysis. The results of the validation process include quantitative data in the form of product feasibility scores, as well as qualitative data in the form of feedback focused on further improvements. Based on the expert material assessment,

it was found that the educational media developed still requires several revisions to enhance its effectiveness and quality.. The analysis results show

No	Criteria	$\sum x$	$\sum xy$	Category
1	The media meets the needs of the material being taught.	4	5	Very Good
2	The media meets the learning objectives that have been formulated.	4	5	Very Good
3	The presentation media is able to develop students' learning abilities.	5	5	Very Good
4	Appropriateness of font size/type	5	5	Very Good
5	The media depicts the content/learning material in accordance with illustrations of everyday life.	4	5	Very Good
6	The media is easy to operate, simple, and concise.	5	5	Very Good
7	The sentences in the media are easy to understand.	4	5	Very Good
8	The illustrations in the media are appropriate for the students' level of development.	4	5	Very Good
9	The design of the media is simple and easy to understand.	4	5	Very Good
10	The instructions for using the media are clear.	4	5	Very Good
Total		44	50	
Average		90%		
Category		Very Good		

Table 1: Expert Design Validation Results

b) Expert Content Validation

Content Validation is the process of evaluating the educational content presented in instructional materials developed for a particular medium. In this study, content validation was conducted by Mrs. Maftah Rozani Al-Am, a lecturer at IAI Badrus Sholeh Kediri, who served as the subject matter expert. The validation process was carried out on March 11, 2025. The assessment was conducted using a questionnaire instrument containing evaluation indicators related to the quality and accuracy of the content, along with comment and suggestion columns used as the basis for further evaluation and improvement of the educational product. The analysis results show:

No	criteria	$\sum x$	$\sum xy$	Category
1	Alignment of indicators with core competencies	4	5	very good
2	Relevance and clarity of material in accordance with indicators and learning objectives	3	5	very good
3	Presentation of material in accordance with students' cognitive development	4	5	very good

4	Alignment of questions and vocabulary with the topic	4	5	very good
5	Easy-to-use material	4	5	very good
6	Interactive questions	4	5	very good
7	Ongoing questions and answers	4	5	very good
8	Relevance of topics in the development of teaching media	4	5	very good
9	Vocabulary appropriate to the material	4	5	very good
10	Clarity of vocabulary	4	5	very good
Total		42	50	
Average		84%		
Category		very good		

Table 2: Expert Content Validation Results

In addition to expert validation, a limited trial was conducted with a small group of students to obtain initial feedback on ease of use, media appeal, and level of understanding of the material. The data obtained from this trial was used as material for revision before the product was used in a larger-scale trial. The development process in this study demonstrates that Canva has significant potential as an innovative, easily accessible, and visually appealing medium for Arabic language learning. The ease of operation and flexibility of Canva's features make it suitable for use in dynamic, technology based higher education learning environments.

4. Implementation

The implementation stage is an important phase in the R&D model after the product development and validation processes have been completed accordance with the opinion (Rezky et al., 2024). At this stage, the learning media developed using Canva is tested directly in real learning situations to determine its effectiveness, usability, and user response to the media. The implementation aims to obtain empirical data on the extent to which the developed Canva media can improve students' understanding of Arabic. This stage, the trial was conducted on second semester students of the Arabic Language Education study programme at IAI Badrus Sholeh Kediri. Product implementation was carried out on 30 students who had previously taken the pre-test. Canva learning media is applied in a computer laboratory that has an internet connection.

The implementation was carried out on students of the Arabic Language Education study program at IAI Badrus Sholeh Kediri, specifically in the Qawa'id al-Lughah (Arabic Grammar). This activity included the use of media in several learning sessions, which included material delivery, interactive exercises, group discussions, and learning outcome evaluations. Instructors used Canva as a presentation tool and digital worksheet, while students could access the material via a Canva link or through the classroom display. During the implementation process,

the researcher actively participated in: first, observing students' learning activities to assess their enthusiasm, engagement, and understanding of the material. Second, distributing student response questionnaires to measure satisfaction levels, ease of access, and the appeal of the media. Third, conducting formative tests before and after media use to measure improvements in material mastery. Finally, interviewing several students to obtain qualitative feedback on the effectiveness of Canva media in supporting Arabic language learning.

In the implementation, pre-tests and post-tests are also used. Pre-test was conducted to determine the initial ability of students before learning practices and the use of Canva media, while the post-test was conducted at the end of the semester after the use of learning media in the learning process. the results are as follows:

Aspects Assessed	Aspects of Feasibility				
	Pre-test Score	Average	Post-test Score	Average	% Improved
Mufrodat	65,2		82,5		26,5%
Nahwu	60,8		78,4		28,9%
Qira'ah	68,0		84,1		23,6%
Kitabah	62,5		80,0		28,0%
Overall Average	64,1		81,3		26,8%

Table 3: Pre Test-Post Test Result

Using the T-test, this test method is used to measure data before and after an experiment. The paired or related T-test is a type of dependent test, because it involves two related sample groups. The formula for the paired T-test using SPSS version 21 is a way of calculating the T-test in research data using SPSS version 21. Open the SPSS application, then enter the results, then Analyze, then Compare Means, then select Paired Samples T Test, then move Pre-Test and Post-Test to Paired Variables, then select OK. After that, the results will appear. The interpretation of the SPSS results is that the value is 0.645 and the Sig. value is $0.001 < 0.05$. This means that there is a significant difference between before and after implementation.

Paired Samples Test									
		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	sebelum - sesudah	-14.5600	6.43610	1.28722	-17.21669	-11.90331	-11.311	24	.000

Table 3: T-Test Results

The results of the implementation show that Canva-based learning media can: first, help visualize abstract material such as nahwu and sharaf rules; second, increase student participation in discussions and exercises; third, make it easier for teachers to deliver material in a more systematic and interesting way; and finally, foster motivation to learn due to the dynamic, aesthetic, and interactive appearance of the media.

5. Evaluation

Evaluation takes two forms is formative and summative. Formative evaluation is conducted throughout the development process through reflection, design revision, and user feedback. Summative evaluation was conducted through analysis of student learning outcomes and satisfaction questionnaires. The majority of students (more than 85%) stated that Canva media helped them understand the material more quickly and enjoyably. In addition, they feel more interested in studying Arabic independently outside of class because of the attractive visuals and concise yet meaningful material.

Based on interviews conducted with second-semester students of the Arabic Language Education, a general picture was obtained regarding students' perceptions, experiences, and responses to the use of Canva media in Arabic language learning. The interviews were conducted in a semi-structured manner to explore students' views on the effectiveness, ease of use, and impact of Canva media on their motivation and understanding of the material.

Most students stated that using Canva provided a more engaging learning experience compared to conventional learning methods. Students felt that the visual display presented through Canva, such as the use of colors, illustrations, icons, and neat layouts, helped them understand Arabic vocabulary and structure more easily. This medium was considered non-monotonous and able to reduce boredom in the learning process.

In terms of ease of use, students revealed that Canva is relatively easy to operate, even for those who do not have a background in graphic design. Simple features and available templates help students follow the learning material independently. In addition, students feel more active because they not only receive material but are also involved in the visual and digital-based learning process.

The results of this study indicate that the development and application of Canva media contributes positively to improving the quality of Arabic language learning for university students. These findings can be analyzed in greater depth through the perspective of contemporary Arabic language pedagogy and multimedia learning theory (Climent, 2025), which emphasize the importance of integrating digital technology as a means of improving the effectiveness of language learning .

An Arabic language pedagogy perspective, the use of Canva media is in line with the communicative approach (Communicative Language Teaching) that places students as active subjects in the learning process (Villalba-Condori, 2024). Visualizing material through Canva helps students understand vocabulary (*mufradāt*), sentence structure (*tarkīb*), and the context of language use more concretely. This reinforces Al-Khuli and Richards view that foreign language learning is more effective when material is presented contextually and meaningfully, rather than merely textually and abstractly (Noetel, 2022). Thus, Canva acts as a mediating tool that bridges the complexity of Arabic structure with students' cognitive abilities.

The perspective of multimedia learning theory, the findings of this study support Mayer's Cognitive Theory of Multimedia Learning. This theory asserts that learning will be more effective if information is presented through a combination of verbal and visual elements in an integrated manner (Neffati, 2021). Canva, with its ability to combine text, images, icons, and colors, enables dual coding, which strengthens student retention and comprehension (Ramos, 2024). The improvement in post-test results in this study shows that students are able to process Arabic language information more efficiently than text-based learning alone.

It is important to critically note that the effectiveness of Canva cannot be separated from its underlying pedagogical design. Several studies remind us that the use of technology without strong pedagogical integration has the potential to make learning superficial (Huda, 2025). In the context of this study, Canva functions optimally when lecturers continue to play the role of facilitators who guide the linguistic and grammatical meaning of Arabic (Pratiwi, 2024) than merely presenting visuals. In other words, digital media should be a pedagogical tool, not the goal of learning itself.

The findings of this study can also be analyzed through the perspective of social constructivism, which emphasizes that learning occurs through interaction and collaboration. Canva opens up opportunities for collaborative learning, where students can discuss, present, and construct Arabic language knowledge together (Hamida, 2023). This is in line with international research findings in Europe and East Asia, which show that collaborative design-based media can increase student engagement and higher-order thinking skills in language learning.

This evaluation confirms the importance of learning design that is adaptive to the needs of the digital native generation, as stated by (Zuhriyah & Muhaimin, 2025) that digital media should be developed with the principles of ease of access, responsive to user experience, and aligned with curriculum demands.

D. Conclusion

This research also emphasises the importance of using the ADDIE development model in

the learning media design and production process. Each stage in the ADDIE model has provided a systematic framework that helps researchers produce media that is targeted, measurable and easy to evaluate. The analysis stage becomes the main foundation in understanding actual learning needs, while the design and development stage facilitates the creation of contextual, interesting and learning outcome-oriented products. Furthermore, the implementation and evaluation stages provide space to measure the effectiveness of the product and obtain feedback for future media improvement. The Canva based learning media developed in this research has fulfilled three important aspects in higher education, namely: pedagogical innovation, digital technology approach, and responsiveness to the characteristics of today's generation of students. Students are not only objects of material recipients, but also able to become active subjects who access, interpret, and manage learning materials independently through the visualisation and interactivity offered by the media. the use of Canva in learning Arabic also proves that technology is not just a tool, but also an integral part of the learning process that is able to facilitate students' learning experience. The findings of this study support Mayer's Cognitive Theory of Multimedia Learning. This theory asserts that learning will be more effective if information is presented through a combination of verbal and visual elements in an integrated manner. Canva, with its ability to combine text, images, icons, and colors, enables dual coding, which strengthens student retention and understanding.

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