

The Use of Canva Media in Learning Maharatul Istima' Class XI Ma'had Daar Asy-Syifa Cianjur Students

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Kata Kunci: Canva; maharatul istima'; media pembelajaran; pembelajaran bahasa Arab; keterampilan menyimak.	ABSTRAK <p>Penelitian ini bertujuan untuk mendeskripsikan penggunaan media Canva dalam pembelajaran keterampilan menyimak (maharatul istima') pada siswa kelas XI Ma'had Daar Asy-Syifa Cianjur. Latar belakang penelitian ini adalah rendahnya minat dan hasil belajar siswa dalam pembelajaran istima' yang masih dilakukan secara konvensional dan minim media interaktif. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dokumentasi, dan angket. Hasil penelitian menunjukkan bahwa penggunaan media Canva membantu meningkatkan pemahaman siswa terhadap materi audio, mempermudah pengingatan kosakata, dan menciptakan suasana belajar yang lebih menarik. Guru menggunakan fitur-fitur Canva seperti infografis, audio rekaman, dan desain visual interaktif untuk mendukung penyampaian materi. Berdasarkan analisis nilai pre-test dan post-test, terdapat peningkatan signifikan sebesar 17,7 poin dalam rata-rata nilai siswa. Dengan demikian, media Canva terbukti efektif dalam meningkatkan keterampilan menyimak bahasa Arab dan dapat menjadi solusi inovatif dalam pembelajaran bahasa di lingkungan pesantren.</p>
Keywords: Canva; maharatul istima'; learning media; Arabic language learning; listening skills.	ABSTRACT <p>This study aims to describe the use of Canva media in learning listening skills (maharatul istima') in class XI Ma'had Daar Asy-Syifa Cianjur students. The background of this study is the low interest and learning outcomes of students in learning istima' which is still done conventionally and minimal interactive media. This research uses a qualitative approach with a case study method. Data were collected through observation, in-depth interviews, documentation, and questionnaires. The results showed that the use of Canva media helped improve students' understanding of audio material, facilitate vocabulary recall, and create a more interesting learning atmosphere. Teachers use Canva features such as infographics, audio recordings, and interactive visual designs to support the delivery of material. Based on the analysis of pre-test and post-test scores, there was a significant increase of 17.7 points in the average student score. Thus, Canva media is proven effective in improving Arabic listening skills and can be an innovative solution in language learning in a pesantren environment.</p>



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INTRODUCTION

Arabic language learning, especially listening skills ('maharatul istima'), is one of the important aspects in overall language mastery. This skill is the basis for the development of other language skills such as speaking, reading and writing. However, in practice, 'istima' learning is often faced with various challenges, especially in creating an interesting and interactive learning atmosphere for students. This is a particular concern at Ma'had Daar Asy-Syifa Cianjur, especially in class XI students, who show low interest and motivation to learn listening. Monotonous learning, lack of media variations, and lack of integration of learning technology lead to less than optimal student learning outcomes in this skill.

In this context, it is important to deepen the problem to identify the factors that influence the low achievement in learning 'maharatul istima'. One aspect that emerges is the methods and media used in the learning process. Based on initial observations and interviews with Arabic language teachers at Ma'had Daar Asy-Syifa, learning 'istima' is still mostly done conventionally,¹ without utilising digital media that can stimulate students' senses in a more varied way. In fact, students of the current generation are very familiar with technology and are more interested in visual, interactive, and contextual material.²

This condition shows a gap between the expectation of effective and enjoyable 'istima' learning and the reality in the field which is still traditional.³ In constructivism learning theory, it is explained that learning will be more meaningful if students are actively involved in the process of building their knowledge through contextual and interactive learning experiences.⁴ Technology-based learning media such as Canva can be an innovative solution to bridge the gap.⁵ Canva allows teachers to compile audio-visual materials that are interesting, structured, and easily accessible, so it is expected to increase students' interest and understanding in listening to Arabic texts⁶.

However, there are still very limited studies that specifically examine the effectiveness of Canva media in learning Arabic 'maharatul istima', especially at the secondary education level in a pesantren environment. Therefore, this research has novelty value in the context of Arabic learning media, especially listening skills.

Several previous studies have examined the use of Canva media in language learning in general.⁷ A study by Hidayati (2022) showed that Canva is effective in

¹ Taufik and shofiyah wardatul Jannah, "Penggunaan Media Audio Visual Dalam Pembelajaran I Stima" 02, no. 1 (2024).

² (Radisti et al., "Mengembangkan Pesan Whatsapp Tentang Edukasi Mindful Parenting Dengan Prinsip Cognitive Theory of Multimedia Learning," *AGUNA: Jurnal Ilmu Komunikasi* 4, no. 01 (2023): 75, <http://ejournal.amikompurwokerto.ac.id/index.php/AGUNA75>.

³ Fajar Anisa Handayani and Titik Haryati, "Pemanfaatan Media Pembelajaran QR-Code Sebagai Upaya Implementasi Pendidikan Sesuai Kodrat Zaman KHD Di SMP Negeri 6 Semarang," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 809–15, <https://doi.org/10.29303/jipp.v9i2.2180>.

⁴ Putri Apriliani, Aceng Jaelani, And Misbah Binasdevi, "Pengembangan Media Pembelajaran Komik Berbasis Quick Response (Qr) Code Pada Pelajaran Akidah Akhlak" 9 (2024): 1–12.

⁵ Ummu Salamah and Muassomah Wibisono, "Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaran The Use of QR Code-Based Arabic Ewan Textbooks in Learning Mah à Rah Kal à M" 7, no. 2 (2024): 836–42.

⁶ Rahmalia Syifa Miasari et al., "Teknologi Pendidikan Sebagai Jembatan Reformasi Pembelajaran Di Indonesia Lebih Maju," *Jurnal Manajemen Pendidikan Al Hadi* 2, no. 1 (2022): 53, <https://doi.org/10.31602/jmpd.v2i1.6390>.

⁷ Indriani Permata Kusumadewi, Itsnaini Muslimati Alwi, and Sanjaka Yekti, "Efektivitas Media Audio Visual Dalam Keterampilan Istima ' Di Mi Muhammadiyah Gembuk 1" 4, no. 2 (2022): 1–9, <https://doi.org/10.47435/naskhi.v4i2.1222>.

increasing students' creativity in writing Indonesian texts. Meanwhile, a study by Alfarizi & Lestari (2023) showed that the use of Canva can increase students' active participation in online learning.⁸ Several previous studies have examined the use of Canva media in language learning in general. A study by Hidayati (2022) showed that Canva is effective in increasing students' creativity in writing Indonesian texts. Meanwhile, a study by Alfarizi & Lestari (2023) showed that the use of Canva can increase students' active participation in online learning. However, there are still very limited studies that specifically examine the effectiveness of Canva media in learning Arabic maharatul istima', especially at the secondary education level in a pesantren environment. Therefore, this research has novelty value in the context of Arabic learning media, especially listening skills ⁹.

Thus, this article aims to contribute to the development of Arabic learning media by supporting and complementing previous studies that have not specifically discussed the use of Canva in the context of maharatul istima'. This research also aims to provide an empirical picture of the implementation of Canva media in learning istima', as well as its impact on the motivation and learning outcomes of grade XI students at Ma'had Daar Asy-Syifa Cianjur. With this approach, it is expected that more effective, innovative, and relevant learning strategies will be found with the needs of today's learners.

METHOD

This research employed a mixed-method approach by integrating quantitative and qualitative methods to obtain a comprehensive understanding of the use of Canva media in teaching *maharatul istima'* (Arabic listening skills) to eleventh-grade students at Mahad Daar Asy-Syifa Cianjur. The mixed-method design was chosen to align with the dual objectives of the study: (1) to measure the effectiveness of Canva media in improving students' listening skills quantitatively, and (2) to describe in depth the learning process, teacher strategies, and students' responses qualitatively.

The research design used was an embedded mixed-method design, in which the quantitative component served as the primary method, supported by qualitative data. The quantitative aspect focused on measuring students' listening skill improvement through pre-test and post-test scores, while the qualitative aspect explored the implementation process and learning experiences in the classroom context.

The research subjects consisted of one Arabic language teacher and 24 students of class XI Mahad Daar Asy-Syifa Cianjur. The subjects were selected purposively, as they were directly involved in the learning process using Canva media. The research was conducted in one class and one institutional setting to ensure contextual depth and data coherence.

The research procedure began with an initial observation to identify learning conditions and existing problems in listening instruction. Subsequently, a pre-test was administered to measure students' initial listening skills. The teacher then implemented listening instruction using Canva media over several learning sessions. During this stage, the researcher conducted participatory observations and documented the learning

⁸ Husna, Indrawati, and Amri, "Perancangan Mobile Learning Bahasa Arab Menggunaan QR-Code."

⁹ Asdini Indah Lestari, Yacobus Ndona, and Ibrahim Gultom, "Pengembangan Sosial Emosional Siswa SD Dengan Perspektif Konstruktivisme Sosial Oleh Lev Vygotsky" 7, no. November (2024): 12441–45.

activities. After the instructional treatment, a post-test was administered to identify changes in students' listening skills. In parallel, in-depth interviews were conducted with the teacher and selected students to explore perceptions, experiences, and responses toward the use of Canva media.

The research instruments included listening skill tests (pre-test and post-test), observation sheets, semi-structured interview guidelines, video recordings of classroom activities, and documentation of Canva-based learning materials. Quantitative data were analysed using descriptive statistical analysis to determine the difference between pre-test and post-test scores and to identify the magnitude of students' learning improvement. Qualitative data were analysed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification.

To ensure data validity, triangulation of techniques and data sources was applied by comparing findings from tests, observations, interviews, and documentation. The integration of quantitative and qualitative findings allowed the researcher to draw comprehensive conclusions regarding the effectiveness of Canva media, students' responses, and its implications for improving Arabic listening skills.

RESULT AND DISCUSSION

Based on direct observation and interviews with Arabic language teachers, Canva media is used as a visual aid in delivering maharah istima' material. The teacher creates interactive slides containing text, images, and audio icons to support students' understanding of the material being listened to.¹⁰ Teachers utilise Canva features such as : Visual presentation templates, Insertion of audio from recordings, Design infographics of keywords in the listened texts¹¹

The results of the questionnaire distributed show that most students feel helped by the use of Canva. The following is a summary of student perception data:

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Canva helps understand audio content	12	7	1	0
Canva's appearance is attractive and makes you focus while learning	14	5	1	0
Canva makes it easy to remember the vocabulary in the audio	11	8	1	0

From the table above, it can be seen that 95% of students agree that Canva helps in understanding the material.

To see the impact of using Canva media, a comparison of scores before and after learning using the media was conducted.

¹⁰ Nahdatul Hazmi, Nurhizrah Gistituati, and Mega Iswari, "The Effect of Video Learning Media on Communication Skills and Creativity of Students of The History Study Program of Stkip Yayasan Abdi Pendidikan" 3, no. 1 (2025): 1483-92.

¹¹ Hazmi, Gistituati, and Iswari.

Table 2 Comparison of Pre-Test and Post-Test Scores.

student name	Pre-Test Score	Post-Test Score	Information
Student 1	60	80	Increase
Student 2	65	85	Increase
Average	63,5	81,2	Significant Increase

The data shows an increase in the average score of 17.7 points, which indicates a positive effect of using Canva media on students' listening skills.

The results showed that the use of Canva media in learning maharah istima' in class XI Ma'had Daar Asy-Syifa Cianjur had a positive impact. In general, the use of interactive visual media makes it easier for students to understand the content of audio material, remember new vocabulary, and increase engagement during the learning process.

This is in line with multimodal learning theory which states that the combination of text, images and sound can strengthen the absorption of information in learners. Canva as a visual platform is proven to support the creation of an interesting and effective learning atmosphere.

From the teacher's side, Canva also provides flexibility in designing teaching materials that suit the needs of students and facilitates the integration of audio-visual elements in Arabic lessons, especially istima' skills.

CONCLUSION

The use of Canva media in learning maharatul istima' is proven to make a positive contribution to improving the listening skills of grade XI students at Ma'had Daar Asy-Syifa Cianjur. Canva media that combines visual, text, and audio elements can create a more interesting, interactive, and contextual learning atmosphere. The results showed that students felt helped in understanding the content of the audio, remembered vocabulary more easily, and were more focused in following the lesson.

In terms of learning outcomes, there was a significant increase in students' average score after using Canva media, which increased by 17.7 points from pre-test to post-test scores. This shows that the integration of Canva-based digital learning media is able to bridge the weaknesses of conventional approaches in listening learning.

Thus, the use of Canva is not only relevant as a modern learning aid, but also effective in increasing student motivation, participation, and learning outcomes in Arabic listening skills. This media can be an innovative alternative for teachers in designing learning that is adaptive to the characteristics of digital generation students.

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