

How to Mastery Arabic Vocabularies by Using Memorization Method and Visual Learning

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Abstract

This study examines the mastery of Arabic vocabulary among students of Islamic junior high school An-Nur in Bengkalis, Riau, Indonesia, which focus on the utilizing of memorization method and visual learning by using Canva application. The goal of this study is to introduce and implement directly the Arabic vocabularies about daily activities through both methods, memorization and visual learning, in the classroom and the students are encouraged to involve actively. The sample of this research is 48 students for three classes that were selected by using Saturation Sampling, is sampling approach that involves all members of the population. There are four methods for collecting data are observation, interview, questionnaire, and documentation. To highlight the efficiency of used method, the researcher conducted an evaluation (Post-test) which was given to students after the teacher explained and practiced both methods, memorization and visual learning, in front of all respondents. Descriptive analysis approach was utilized in this qualitative research, which was based on the assumption that selecting controlled samples would generate trustworthy feedback. The research findings indicate that the efficacy of learning through modern media, such as Canva, surpasses the traditional approach of vocabulary memorization. This is evident from the assessment results, where the average score for class 7 by using Canva was 87, reflecting a 5-point improvement compared to the 82 achieved through the memorization method. Meanwhile, both methods yielded identical scores of 95 for class 8. In the case of class 9, Canva demonstrated a slight advantage with an average score of 96, surpassing the 95 obtained through the memorization method by one point. To sum up, the researcher strongly believes that visual learning by Canva is more effective to increase the student's Arabic vocabularies because it more easier and interest for the students to remember the words.

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How to Mastery Arabic Vocabularies by Using Memorization Method and... 2

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الملخص:

تبحث هذه الدراسة في مدى إتقان مفردات اللغة العربية لدى طلاب مدرسة النور الإعدادية الإسلامية في بنجكاليس، رياو، إندونيسيا، وهي التي تركز على استخدام طريقة الحفظ والتعلم البصري باستخدام تطبيق Canva. الهدف من هذه الدراسة هو تقديم وتنفيذ المفردات العربية مباشرة حول الأنشطة اليومية من خلال كلتا الطريقتين، الحفظ والتعلم البصري، في الفصل الدراسي ويتم تشجيع الطلاب على المشاركة بنشاط. أما عينة هذا البحث فهي ثمانية وأربعون طالبا لثلاثة فصول وتم اختيارها باستخدام طريقة Saturation Sampling، وهو أسلوب أخذ العينات الذي يشمل جميع أفراد المجتمع. هناك أربع طرق لجمع البيانات هي الملاحظة والمقابلة والاستبيان والتوثيق. ولإبراز كفاءة الطريقة المستخدمة، قام الباحث بإجراء تقييم (اختبار بعدي) للطلاب بعد أن قام المعلم بشرح وممارسة الطريقتين، الحفظ والتعلم البصري، أمام جميع أفراد العينة. تم استخدام منهج التحليل الوصفي في هذا البحث النوعي، والذي يعتمد على افتراض أن اختيار العينات الخاضعة للرقابة من شأنه أن يولد ردود فعل جديدة بالثقة. وتشير نتائج البحث إلى أن فعالية التعلم من خلال وسائل الإعلام الحديثة، مثل Canva، تفوق النهج التقليدي لحفظ المفردات. ويتجلى ذلك من نتائج التقييم، حيث بلغت الدرجة المتوسطة للصف السابع باستخدام Canva إلى 87، مما يعكس تحسناً بمقدار 5 نقاط مقارنة بـ 82 التي تم تحقيقها بطريقة الحفظ. وفي الوقت نفسه، حققت كلتا الطريقتين درجات متطابقة قدرها 95 للفصل الثامن. وفي حالة الصف التاسع، أظهرت Canva ميزة طفيفة بدرجة متوسطة 96، متجاوزة 95 التي تم الحصول عليها من خلال طريقة الحفظ بنقطة واحدة. وخلاصة القول، يعتقد الباحث بشدة أن التعلم البصري بواسطة Canva أكثر فعالية في ارتفاع مفردات اللغة العربية لدى الطلاب لأنه أكثر سهولة وإثارة على الطلاب لتذكر الكلمات.

الكلمات الدلالية: ارتفاع، مفردات عربية، الحفظ، التعلم البصري.

Introduction

Every human creature need language as a means of communication. Without language, humans would be unable to live healthy and ordered lives Mailani et al. (2022) Language becomes a tool in the educational context for expressing ideas, concepts, goals, and objectives to the individual with whom you are conversing. The mother tongue teaches each speaker how to communicate with one another in a variety of socioeconomic, educational, and religious contexts. Aside from mother tongue, there are foreign languages, such as Arabic, that play an important role in the advancement of science and technology, particularly in the contemporary digital era.

Arabic is one of the world's most widely spoken languages. Since 1973, Arabic has also been designated as the UN's fifth official language. In addition, Arabic is the official language of the Organization of African Unity, OPA Akhiril, (2018). Arabic language learning is available in Indonesian schools, both public and private, particularly Islamic boarding schools. Arabic is one of the most important subjects that every student must learn at Islamic boarding schools because it is a communication tool that is utilized every day in the surrounding of school and student dormitory. Foreign language learning, such as Arabic, has varied approaches for each educational institution, in all levels of education. Essentially, the learning and teaching methods utilized by the educational institution will determine the successful of students in developing of their skills include the mastering of foreign language learning.

A learning method is a teacher's delivery style for imparting lesson content to students in the classroom in order they can understand the subject properly. Learning methods are broadly classified into two types: classical or conventional and modern methods. According to Sulandari (2020), traditional learning method is carried out in the classroom and is lecture-based. Meanwhile, according to Miarso in Gabriela (2021), modern learning approach is learning media used to convey messages and can encourage the learning process. Mas'Ati (2022) underlined that in today's world, a teacher must be highly skilled in order to execute learning. The students of foreign language must consider lexical elements in addition to methodologies when learning Arabic for example to support the four skills (listening, speaking, reading, and writing). According to Nurjannah (2019), vocabulary is a collection of words that a person utilizes when speaking or writing. To facilitate Arabic language acquisition, such as learning or

How to Mastery Arabic Vocabularies by Using Memorization Method and... 4

expanding vocabulary, the appropriate strategy is required. A common issue in studying Arabic is a lack of adequate or appropriate approaches in schools, which results in less student interest and lower learning outcomes. Researchers can find this notably at the An-Nur Islamic boarding school, where the learning method used in mastering the Arabic vocabularies still boring and not interesting for the students. Therefore, this research presents to overcome the problem and it can be a scientific reference for the next research.

On the other side, when we talk about method, we are really interested in the linkage of at least two types, classical and modern. A scientific method is a set of principles and processes that a researcher must follow methodically when investigating a phenomenon. Researchers who systematically apply the scientific method may claim that their discoveries are scientific. However, researchers who do not employ scientific techniques cannot claim to be scientific, even if their findings are consistent with real-world facts. For example, without scientific methodology, the correlation between the findings and real-world phenomena may be just coincidental.

To sum up, knowing the meaning of concepts or methods and their indicators are important for us to go ahead with using and building theories. Concepts and methods are the foundation stones by which theories are built.

Research objectives

- To measure the student's Arabic vocabularies mastering by using memorization method as the classical method.
- To measure the student's Arabic vocabularies mastering by using visual learning (Canva) as the modern method.
- To highlight the significant results of evaluation between the memorization and visual learning (Canva) methods.

Research questions

- What is the level of the student's Arabic vocabularies mastering by using memorization as the classical method?
- What is the level of the student's Arabic vocabularies mastering by using visual learning (Canva) as the modern method?
- What are the significant results of evaluation between the memorization and visual learning (Canva)?

Problem statement

In principle, learning is more productive and is able to foster reinforcement of concepts for students, because they find their own concepts not by memorizing them Shakirova & Valeeva (2016). The problem in this study stems from the researchers' discovery that the Arabic language learning method used by the An-Nur Islamic boarding school is still relatively boring and less interesting for students, resulting in low student interest, motivation, and learning outcomes. Researchers found that teachers' use of the classical or lecture method for learning Arabic vocabulary has a negative impact on student learning development, particularly in foreign languages like Arabic. On the other hand, there are issues with student behavior, namely a lack of attention when the teacher is delivering Arabic language material in the classroom, which leads to poor learning outcomes since the approach and methods employed are inappropriate. Therefore, the researcher interests to analyze the student's Arabic vocabularies mastering by using memorization method and visual learning (Canva) that the data can be accepted scientifically.

Literature Review

Memorization Method

Wijaya et al. (2023) mentioned in their research about memorization of Arabic vocabularies by using the Hangman game that the effectiveness of the Hangman interactive game can improve the Arabic vocabularies mastering among the student of senior high school. It can be shown by students' grades which were obtained from pre-test and post-test and pre-experimental approach. The students can learn five to six new words and they feel satisfied. Hangman games can be utilized as a primary learning medium or incorporated into power point presentations to make the learning environment more entertaining. In short, Hangman games can be utilized as a primary learning medium or incorporated into power point presentations to make the learning environment more entertaining.

Meanwhile, Oktafia et al. (2023) emphasizes on fun learning of Arabic vocabularies memorization for elementary students in *Roudlotut Tholibin*, Metro city, Indonesia, where the students become engaged in learning process actively. This qualitative research stated that the fun learning technique promotes a dynamic and comfortable learning environment, making it effective for teaching Arabic. As a result, the children were not bored and more interested. For instance, when they learn

How to Mastery Arabic Vocabularies by Using Memorization Method and... 6

Arabic vocabularies by using singing or games, they can remember the words easily and quickly and this becomes more effectively.

Research has been done on the implementation of mimicry memorization in Arabic vocabularies memorization for students of Muhammadiyah Junior High School, Pekalongan, Indonesia. Fatati & Sutarjo (2021) in their research found that the statistical tests were utilized in data analysis, specifically the t-test, showed that the Mimicry Memorization method effectively addressed to the student learning challenges, particularly in word mastery. Students gained the learning process enjoyable, actively participated, and showed enthusiasm. In brief, fun Arabic learning by using mimicry memorization helps the pupils grasp the topic easier and their vocabularies will increase gradually as long as they involve actively.

Memorization method, basically, can be used by teacher and student to improve their vocabularies which include diction and language style. This style includes the structure of language such as individual words or diction, phrases, clauses, sentences, and whole texts, even the tones inside the whole texts (Madjid, 2021b).

Visual Learning by Canva

Jumadil and haniah (2022) explained in their research about *Visual Technology Development For Arabic Learning Based On Addie Development Model*, that the impact of visual technologies on Arabic learning is more positive to create a comfortable and progressive learning environment for students. Arabic language teachers can use a variety of visual technologies for general learning, including non-projected media such as graphic media, real objects, and models, as well as projected media such as LCDs and digital cameras. Arabic learning can be developed by using various models, including the ADDIE (analyze, design, develop, implement, and evaluate) model. This model involves media development in the following steps: analysis, design, development, implementation, and evaluation. The process of developing visual technology for Arabic learning involved researching student needs, designing appropriate media, socializing it, and evaluating its effectiveness. In short, the usage of visual technology in learning, it might be integrated into the classroom to make the formulation of smart and convenient learning environment with adoption of technology.

Rini & Abdullah (2020) analyzed the utilization of visual learning based on Arabic multimedia to improve Arabic skills among the female

7 How to Mastery Arabic Vocabularies by Using Memorization Method and...

students at University of Darussalam, Gontor, Indonesia and they found that the participant's Arabic skills increased from 49% in the first circle to 75% in the second circle. The average numbers are around 5.75 and 7.05 respectively. This research concluded that the multimedia visual learning in Arabic language can effectively improve the student's Arabic skills.

On the other hand, Amrina et al. (2022) highlighted the function of visual application by using Canva in Arabic learning for students of senior high school I, Kuantan Singingi, Indonesia. Basically, educators rely heavily on learning media to assist the achievement of learning. It provides numerous benefits to both educators and students. During the epidemic, instructors must have a strong understanding of media to make the learning activity interactively and give the students deep understanding and new experiences in adoption of technology directly. Today's, smart world, it's important for educators and everyone to comprehend and use technology responsibly, including the Canva application with the unique features that may be used by instructors and students to enhance their creativities.

Visual learning is a learning method in which information is digested more efficiently when provided in a visual format. Visual learners like to see and observe information instead than hearing or reading it. This learning approach uses images, diagrams, charts, graphs, movies, and other visual aids to deliver information and improve the learning process. There are key characteristics of visual learning includes: First, a propensity for visual stimuli, which indicates that pictures, charts, and other visual aids are beneficial to visual learners. When ideas are presented in a visual style, they can find it simpler to comprehend and retain them. Secondly, strong visual memory is strong visual memories are often possessed by visual learners. When they learn new vocabularies, they can remember it more readily. Thirdly, use of visual aids namely are diagrams, charts, maps, and graphs are among the tools that visual learners frequently employ to organize and comprehend information. Color coding and other techniques for visual organization might also be helpful. While, some people may have a dominating learning style, many people find that a combination of multiple learning styles works best for them. Visual learning is merely one type of learning preference; other types include kinesthetic learning (learning by doing) and auditory learning (learning by hearing). Skilled instructors frequently use a range of instructional strategies to accommodate the different learning preferences of their students.

Media is used for students to assist them more focuses on the content delivered and this is a key that influences the student's learning process Rahmatullah et al. (2020). According to Murray in Hajar statement,

How to Mastery Arabic Vocabularies by Using Memorization Method and... 8

children's method of learning today is heavily reliant on technology, which affects their level of digital literacy Ahmad Santoso et al. (2022). While, Sutarno et al., (2015) said that the students can understand the topics properly if the learning media is made interesting and appropriate. In conclusion, Canva offers a wide range of templates for making designs, including flyers, resumes, infographics, posters, brochures, A4 documents, Instagram posts, and much more Zulfiati et al. (2023).

Sartika & Sunarti (2021) mentioned that there is a significant difference between before and after using Canva application learning media in the language studio extracurricular activities at junior high school 1, Tanjung Emas, Indonesia. The students more excited to use Canva because it makes them be more creative and interest to learn. The school can increase the availability of facilities and infrastructure that will leads to the supporting of effective and efficient learning media and eventually the students' creativity and learning achievement can be obtained optimally and the students' wellbeing can also be realized.

This research presents to analyse the effectiveness of usage of memorization method in comparison with visual learning by Canva in mastering of Arabic vocabularies among the students of Islamic boarding school An-Nur, Bengkalis, Riau, Indonesia, from three levels (seventh class, eighth, and ninth). The research has novelty and different emphasize on how students can improve their vocabularies by using classical and modern methods that can be integrated together depends on the students' needs and readiness of learning.

Method

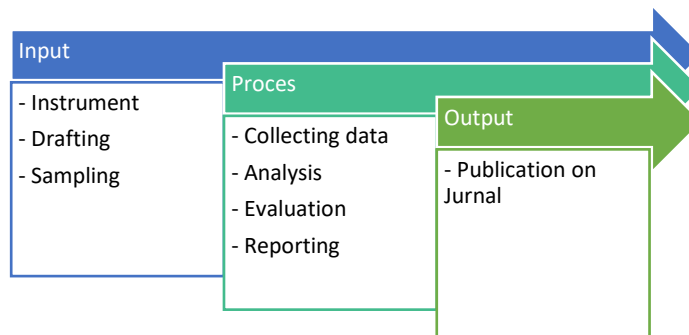
To get accurate and accountable results, this study employs a combination of qualitative method, as well as descriptive analysis. In the sampling methods, generally, there are two types which common in social research: probability sampling and nonprobability sampling. Probability sampling is that in which each unit or member of the population has as equal chance of being selected. The principle is that each unit has the same probability of being included in the sample. This is the reason that probability sampling truly represents and accurately describes the characteristics of the population. In social research three kinds of probability sampling are very common: simple random sampling, systematic sampling and stratified sampling. In non-probability sampling it is not certain that each unit will probably be included in the sample. The units of the population do not have the same chance of being selected. Same restrictions are imposed in the

population. One of the kinds of the non-probability sampling is saturation sampling. In general, saturation is employed in qualitative research as a criterion for stopping data gathering and/or analysis. Its roots can be traced back to grounded theory (Glaser BG, Strauss AL., 1967), but it is currently widely used in a variety of qualitative research methods. Saturation is often recommended as an important methodological factor in such work. This research used non-probability sampling with the saturation sampling type and the number of samples is 48 respondents of students.

Kinds of method in interactive language learning can be mentioned such as forum group discussion, memorization and dialogue, read aloud, singing, and technology adoption. Read aloud and singing for example give the children opportunity to memorize new vocabularies easy and quickly (Madjid, 2021).

In terms of the key stages of this research, the researcher and team can conduct the following three steps are input which includes instrument, drafting and sampling. Secondly, process by using data collection, analysis, evaluation, and reporting. Thirdly, output of research is result of student achievement. These processes can be described as below:

Figure 1. Three steps for completion of research



Meanwhile, there are four methods for gathering data namely observation, interview, questionnaire, and documentation. To highlight the efficiency of used methods, the researcher will conduct an evaluation, Post-test. The assessments are administered to students of Islamic private school, *An Nur*, Bengkalis Riau in the three classes (seventh, eighth, ninth) which around forty eight persons as the sample of research. There are two types of methods that are introduced to students namely memorization of vocabularies and visual learning implementation by using Canva application.

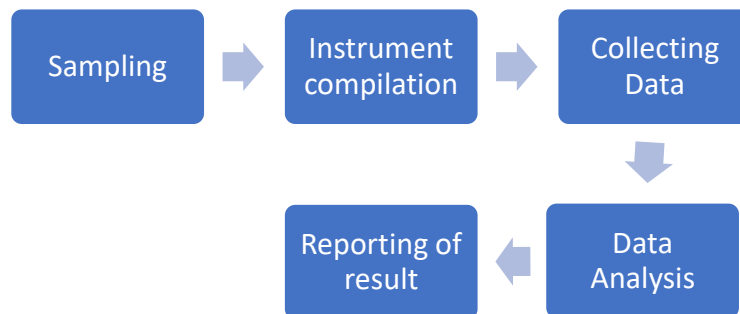
How to Mastery Arabic Vocabularies by Using Memorization Method and... 10

Implementation of memorization method in the class room by the teacher was similar to the method used commonly in many traditional Islamic boarding schools. The researcher provides Arabic vocabularies related to the objects around the house and frequently used verbs in daily activities to students, totaling sixteen vocabularies. This memorization method takes place within the classroom over the course of one week. Subsequently, the teacher gives eight vocabularies to the students on paper, and they are asked to memorize them, with a submission deadline the next day. This activity continues for a full week. After students successfully memorize the specific sixteen vocabularies, the teacher conducted an exercise and evaluation (posttest) over the weekend to help the students to understand and mastery of the vocabularies.

While, visual learning method is where researchers focused on visual aspects such as Canva application. In this Canva application, the students also obtained sixteen vocabularies of daily activities. In other words, Canva was applied in the mastering of Arabic vocabularies for students has same conditions practically as such as implemented in memorization method.

In general, this research was performed into five steps as the following process:

Figure 2. Five steps for completion of research



Firstly, stage of sample selection, researchers used saturated sample methods to select respondents. In the next step, the researcher did an instruments of evaluation (post-test) to measure the respondent's ability to apply the memorizing method and the visual learning method by using Canva. In the third. collecting data were gained from observation and evaluation. In the fourth stage, the data obtained is analyzed by using qualitative method. The researcher used the Respondent Achievement Rate

(TCR) to assess the extent to which the two methods played a role. Post-test results are analyzed to measure the success or effectiveness of both methods introduced and applied. At the end of the study, the researcher presented the results of the implementation of the given method. So, it is the set of processes and procedures from the beginning to the end of the application of the two methods that have been introduced.

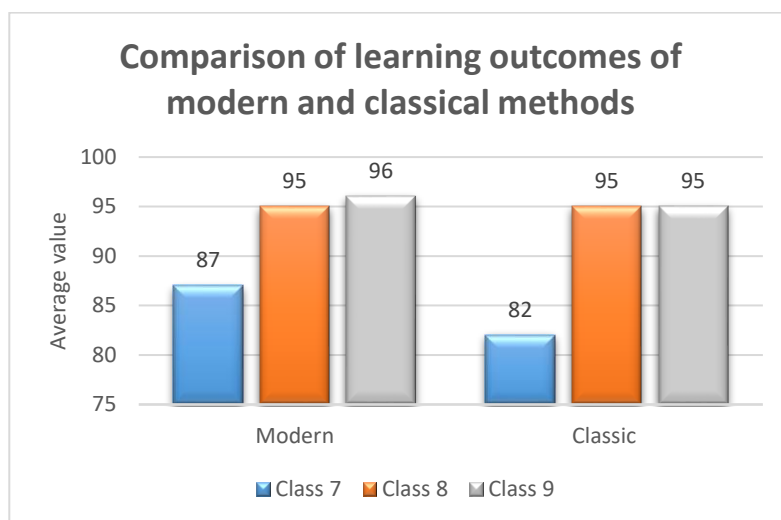
Findings

As the two questionnaires (interview and post-test) have been distributed to respondents, researchers have decided to record firstly the students' opinions about the effectiveness of memorization method and visual learning based on Canva application in mastering of Arabic vocabularies. Based on the interview of six respondents. Four of the respondents more interested to use Canva application in Arabic learning because this application provide interest visual and easy to use. Meanwhile, two of respondents chosen the memorization method by using the pocket book because it is easy to carry. As long as the interview, all respondents gave good feedback and answered the questions clearly. Secondly, in the questionnaire of post-test for forty-eight respondents from three classes, the distribution was done by paper base directly. The question of post-test includes sixteen by using multiple choice model. In the memorization method, the respondents of seventh class obtained the average grade is 82, there is 95 of average grade from respondents of eighth class, and average grade for the respondents of ninth class reaches 95. While, in the visual learning by using Canva application, the average grade for respondents of seventh class is 87, for eighth class the respondents' average grade is 95, and for the respondents of ninth class have 96 of average grade.

Discussion

Based on the findings above, the significant data from both memorization method and visual learning by using Canva application in mastering of Arabic vocabularies can be shown into chart as below:

Figure 3. Post-test data of memorization and Canva



This chart indicates significant data in three colors (blue, red, grey) into two groups, memorization method and visual learning by using Canva application in mastering of Arabic vocabularies from three classes (VII, VIII, IX). The lowest number of average-grade comes from classical method (memorization) which around 82 for the seventh class. The highest number is 96 comes from modern method (visual learning) for the ninth class. Meanwhile, equal number can be seen from both methods, classic and modern, is 95 which obtained by respondents of eighth class for each group.

On the other side, there is an increase number around 5 points from the usage of classical method (memorization) and modern (visual learning) namely from 82 to 87 as respectively. This evidence indicates obviously that the students more interest to use modern method (visual learning by using Canva application) in comparison with the classical method (memorization) in improvement their Arabic vocabularies.

Conclusion

This qualitative research concludes that the efficacy of Arabic vocabularies learning through modern media, such as Canva, has assisted students to deal with their problem in improvement of Arabic words every day. The significant evidence showed us that there is an increase of learning outcomes from the respondents after they obtained visual learning

understanding. The most important result is the average score for class 7 by using Canva was 87, reflecting a 5-point improvement compared to the 82 achieved through the memorization method. Meanwhile, both methods yielded identical scores of 95 for class 8. In the case of class 9, Canva demonstrated a slight advantage with an average score of 96.

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