



Arabic Language Learning Design to Optimize Maharah Kitabah (Imla') Through Canva Media at Islamic Boarding School Nurul Qur'an Kraksaan Probolinggo

Siti Mahmudah S.^{1✉}, Abdus Saat², Miftahul Jannah Langkau³, Miftahul Huda⁴, Umi Machmudah⁵

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia^{1,2,3,4,5}

e-mail : sssetiowati10@gmail.com¹, abdussaad10@gmail.com², miftahuljannahlangkau@gmail.com³,
dr.miftahulhuda@pba.uin-malang.ac.id⁴, machmudah@pba.uin-malang.ac.id⁵

Abstrak

Penelitian ini mengembangkan desain pembelajaran bahasa Arab dengan menggunakan media Canva untuk meningkatkan keterampilan menulis (maharah kitabah) di Pondok Pesantren Nurul Qur'an, Kraksaan, Probolinggo. Penelitian ini bertujuan untuk mengoptimalkan kemampuan menulis santri dengan materi imla' melalui metode pembelajaran yang lebih menarik dan interaktif. Maharah kitabah merupakan kompetensi penting yang memerlukan pemahaman mendalam terhadap kaidah bahasa Arab. Pembelajaran konvensional yang monoton sering menjadi tantangan, mengurangi motivasi santri dalam belajar. Pemanfaatan teknologi, khususnya Canva, diharapkan dapat meningkatkan kualitas dan efektivitas pembelajaran. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan desain eksploratif. Instrumen penelitian meliputi wawancara, observasi, dan analisis dokumen. Hasil penelitian menunjukkan bahwa penggunaan Canva dalam pembelajaran maharah kitabah tidak hanya meningkatkan motivasi dan keterlibatan santri tetapi juga memudahkan pemahaman dan penguasaan materi imla'. Aplikasi Canva sebagai platform desain grafis menyediakan berbagai fitur-fitur yang memungkinkan pengajar menciptakan materi pembelajaran yang kreatif dan interaktif, sehingga pembelajaran menjadi lebih menarik dan efektif. Penelitian ini diharapkan dapat memberikan kontribusi yang signifikan dalam pengembangan metode pembelajaran bahasa Arab di pondok pesantren dan lembaga pendidikan lainnya, baik di tingkat lokal maupun nasional.

Kata Kunci: Pembelajaran Bahasa Arab, Maharah Kitabah (Imla'), Canva.

Abstract

This research developed an Arabic language learning design using Canva media to improve writing skills (maharah kitabah) at Islamic Boarding School Nurul Qur'an Kraksaan Probolinggo. This research aims to optimize the writing ability of students with imla' material through more interesting and interactive learning methods. Maharah kitabah is an important competency that requires a deep understanding of the rules of the Arabic language. Monotonous conventional learning is often a challenge, reducing the motivation of students in learning. The use of technology, especially Canva, is expected to improve the quality and effectiveness of learning. The method used in this study is a qualitative approach with exploratory design. Research instruments include interviews, observations, and document analysis. The results of the study show that the use of Canva in learning maharah kitabah not only increases the motivation and involvement of students but also facilitates the understanding and mastery of imla' material. The Canva application as a graphic design platform provides various features that allow teachers to create creative and interactive learning materials, so that learning becomes more interesting and effective. This research is expected to make a significant contribution to the development of Arabic learning methods in Islamic boarding schools and other educational institutions, both at the local and national levels.

Keywords: Arabic Language Learning, Maharah Kitabah (Imla'), Canva.

INTRODUCTION

The ability to speak Arabic, especially in maharah kitabah or writing skills, is considered one of the most important competencies for students in Islamic boarding schools. This is because the ability to write in Arabic not only includes the skill of writing letters and words, but also involves the ability to construct sentences with the correct structure and adhere to the prevailing Arabic grammar (Fajriah 2017). This means that the maharah of the book involves a deep understanding of the rules of the Arabic language, such as the rules of conjugation, syntax, and morphology. At the Nurul Qur'an Islamic Boarding School, the development of maharah kitabah is the main focus in the Arabic language learning curriculum. This shows the importance of mastering writing skills in Arabic for students, because this ability is an important foundation in understanding and applying various Islamic sciences taught at the Islamic boarding school. Thus, in line with Muhammad ulum's opinion, the learning of maharah kitabah at Islamic boarding schools not only aims to teach technical writing skills, but also to produce students who are able to convey their thoughts and knowledge clearly and accurately in Arabic (Moh. Ulum 2022).

But learning Arabic, particularly in maharah kitabah, is often faced with significant challenges. One of the main challenges is the lack of use of innovative and interesting learning media (Jamil and Agung 2022). This results in a lack of motivation for students to learn. Conventional learning methods that tend to be monotonous are the main cause of lack of interest and effectiveness in learning (Munip 2020). The lack of variety in teaching makes learning boring and less interesting for students, making it difficult to improve Arabic writing skills (Maziyyatul 2021).

In today's digital era, the use of technology and digital media in the learning process is a must (Suryadi 2020). The integration of technology in Arabic language learning can provide various benefits, such as improving the quality of learning, enriching the learning experience, and increasing student engagement and motivation (Irmansyah, Qaaf, and Yuslina 2023). Therefore, to improve the quality and effectiveness of learning, it is very important to adapt learning methods that are relevant to current technological developments and digital media.

Canva is one of the media that has great potential to improve the quality of maharah kitabah learning (Miftahul Jannah et al. 2023). As an easy-to-use graphic design platform, Canva provides various features that allow teachers to create engaging and interactive learning materials (Yesi Arikarani 2021). These features include a variety of design templates, images, icons, and text that can be tailored to your learning needs. The use of Canva in maharah kitabah learning is expected to provide a more enjoyable learning experience for students. With an attractive and creative design, learning no longer feels monotonous and boring. In addition, the variety of features offered by Canva allows teachers to create interactive learning materials, such as practice cards, posters, or infographics, which can increase student involvement in the learning process (Azizah, Oktavia, and Mudinillah 2022).

In addition to increasing student motivation, the use of Canva is also expected to facilitate understanding of the material taught. With clear and attractive visualizations, Arabic concepts can be conveyed more easily and effectively. In addition, the use of visual media in learning can also help students to understand and remember information better. Overall, the use of Canva in learning maharah kitabah is a very positive step in improving the quality of learning (Aisyah, Panjaitan, and Rasyid 2023). By providing an intuitive platform and a variety of supporting features, Canva can be an effective tool in creating fun learning experiences, motivating students, and increasing understanding of learning materials.

This research aims to develop an Arabic language learning design that uses Canva media as the main tool, with the aim of improving the skills of maharah kitabah in the Islamic Boarding School Nurul Qur'an. The main focus of this learning is on the maharah kitabah, which is the ability to write in Arabic. The method

used in the development of learning materials will focus on the use of Canva media as a tool to strengthen the understanding and mastery of the maharah of the book, with an emphasis on imla' material which includes the letters Al-Qomariyah (letters from the moon) and As-syasyiah (letters from the sun) (Atika and Muassomah 2020).

With this innovation, it is expected that Arabic learning will be more interesting and interactive for students. The material presented through Canva media is expected to provide a more visual and fun learning experience, which in turn is expected to motivate students to learn better. Through this approach, it is hoped that students can more easily understand complex Arabic concepts, such as the use of qamariyah letters and shamsiyah letters, and can master Arabic writing skills properly and correctly.

Several studies have been conducted on Canva media as an innovation in learning. One of them is research conducted by F. N. Miftahul Janah, H. Nuroso, Mudzanatun, and E. Isnuryantono, this research states that the use of canva alicia learning media can be used as one of the references in the use of the right application media in the innovation learning process, especially in mathematics learning, because the canva application is one of the unique and interesting platforms as well as very innovative so it can be used for learning media that effective. With various template features, Canva offers fun and practicality for creating material content related to mathematics subjects that are abstract and complex in nature so that it will be easier for students to understand (Janah et al. 2023).

Another research conducted by Sri Sunarti, this study states that information and communication technology-based learning media training has increased knowledge and skills related to making learning media using Canva. This proves that training on learning media based on information and communication technology with canva is very beneficial for teachers (Sunarti 2022). Furthermore, research conducted by Andi Ichsan Mahardika, Nuruddin Wiranda, and Mitra Paramita, stated that the training on making interesting learning media using canva to optimize online learning for teachers of SMA Negeri 8 Banjarmasin was obtained from the conclusion that the training can improve teachers' understanding and teachers' ability to create online learning media using canva through active involvement in listening to the explanation of the presentation team. reading training materials, asking questions, expressing opinions, participating in creating online learning media during activities (Mahardika, Wiranda, and Pramita 2021).

Research conducted by Raras Kartika Sari, Intan Hamzah, Silvia Marta Wijaya, and Abiyyu Ikbarfikri, this research states that Canva makes it very easy to create learning media; Canva is easy to use; Canva can be used to create more creative and innovative media; the media designed using Canva will be liked by students; and designing learning media using Canva is more efficient than conventional media (Sari et al. 2023). Meanwhile, the research conducted by Riza Yuli Rusdiana, Widya Kristiyanti Putri, and Vega Kartika Sari, stated that the training activity for making learning media using Canva for teachers of SMPN 1 Tegalampel as participants gained additional knowledge and skills about making learning media with Canva, participants were also enthusiastic during the activity and immediately applied using Canva for the subjects taught (Rusdiana, Putri, and Sari 2021).

The results of previous research explained a lot about training and making learning media using the Canva application. This is because the Canva application is one of the unique, interesting, and highly innovative platforms, and is easy to use on both smartphones and computers. However, not much has been explained about the application of Arabic learning media design to optimize maharah kitabah (imla') using Canva media.

As explained above, this research has two main objectives. First, to explore and implement effective learning design using Canva media in the context of Arabic language learning. In the exploration stage, this study will investigate various potentials and possibilities of applying Canva media in teaching maharah kitabah in Islamic boarding schools. Furthermore, in the implementation stage (Wanti, A'yuni, and Chamidah

2022) the research will apply learning designs that have been designed using Canva media in the Arabic learning process at Nurul Qur'an Islamic Boarding School. The second objective of this study was to measure the impact of Canva media use on increasing student maharah kitabah. By evaluating the learning outcomes of students before and after the application of Canva media, this study will identify the extent to which the use of Canva affects the improvement of Arabic writing skills in students (Suharti 2021).

The results of this research are expected to make a significant contribution in the development of Arabic learning methods in Islamic boarding schools and other educational institutions. The data and findings obtained from this study will be a valuable reference source for teachers and decision makers in educational institutions to adopt or adapt effective learning methods using Canva media. Thus, this research not only has the potential to improve the quality of Arabic language learning in Islamic boarding schools, but also can contribute to the development of Arabic language education more broadly, both at the local and national levels.

METHODS

This research uses a qualitative approach with an exploratory research design. A qualitative approach was chosen to deeply understand participants' experiences and perceptions of the use of Canva media in Arabic language learning in Islamic boarding schools. The exploratory research design will allow researchers to explore the potential use of Canva in the context of Arabic language learning and identify its impact on improving maharah kitabah (Sugiyono 2013).

This research was conducted at the Islamic Boarding School Nurul Qur'an Kraksaan Probolinggo. The subjects of the study are Arabic language teachers and a number of students who are involved in learning using Canva media. Arabic language teachers are selected based on teaching experience and knowledge in the use of technology in learning. Students are selected purposively, namely those who have varying levels of understanding of Arabic.

The instruments used include interviews, observations, and document analysis. Interviews will be conducted with teachers and students to get their perception of the use of Canva in learning Arabic. Observations were made to observe the learning process directly using Canva. Document analysis is carried out on learning materials that have been created using Canva and the work of students.

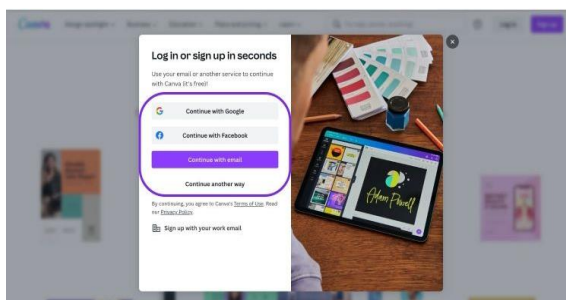
RESULTS AND DISCUSSION

Design for Making Maharah Kitabah Learning Media, especially Imla' in the Canva Application

In the process of designing maharah kitabah learning media, especially imla' using the Canva application, educators can take the following steps:

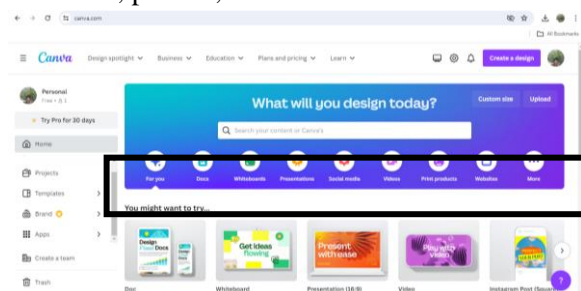
1. The initial stage of using the Canva application is to access <https://www.canva.com> on Google. After that, there are several options educators can choose from to log-in to the Canva app. Educators can log in through a Google, Facebook, or registration account by filling in personal data to create a Canva account.

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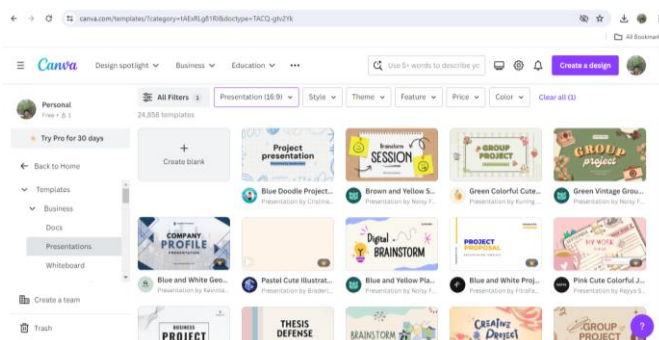
Picture 1. Log-In View

- After successfully logging in, educators are given initial display options such as presentation slides, video templates, Instagram posts, brochures, posters, and others.



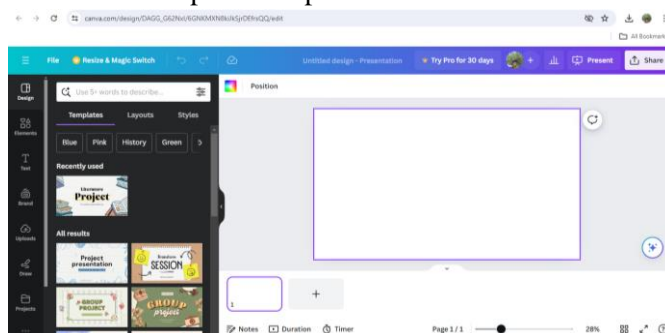
Picture 2. Initial View

- In this study, researchers chose a blank template by clicking "create blank" to create maharah kitabah learning media.



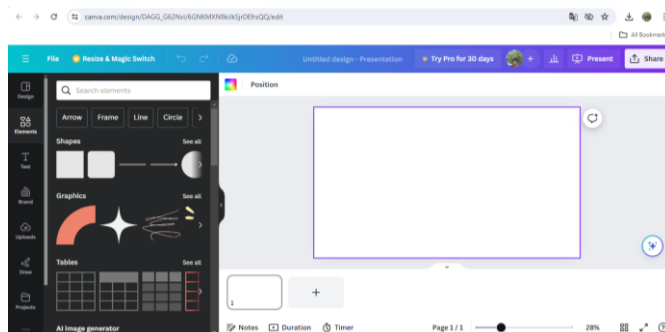
Picture 3. Create Blank View

- On the initial display a blank template that educators can use. From the templates provided, there are also templates that are provided for free and premium/paid.



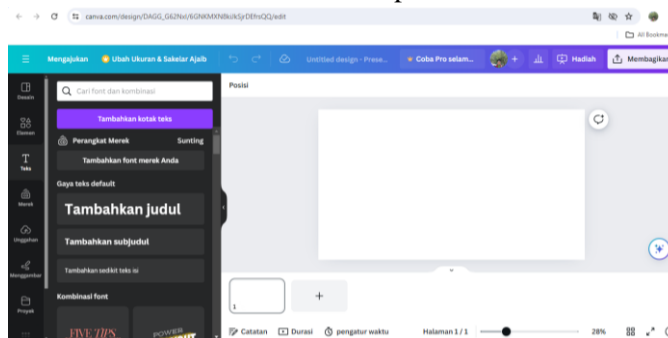
Picture 4. Blank Template view

5. Furthermore, educators can use elements provided by the Canva app. In these elements educators are given several choices such as arrows, frames, lines, circles, squares, tables, squares, rectangles, paper, flowers, and others.



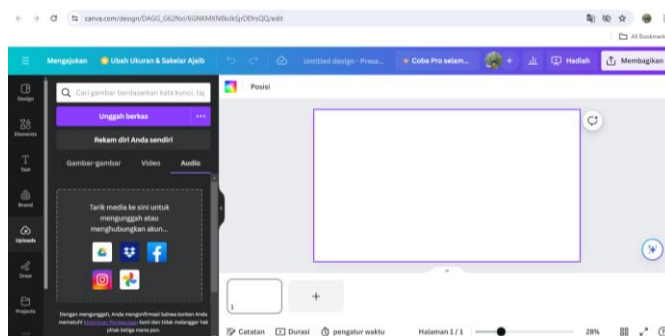
Picture 5. Element View

6. In the text view, educators can add text or text forms that they want to use. There are various fonts and text styles that can be used to add text creation to the template to be created.



Picture 6. Text View

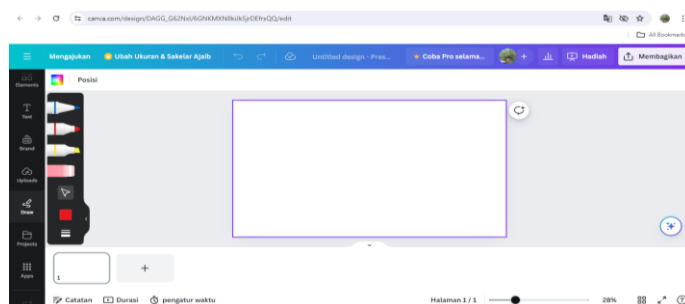
7. In the upload view, educators can upload media, files, or record themselves. Media can be uploaded through files on laptops, google drive, dropbox, facebook, instagram, and google photos. These media can be in the form of images, videos, and audio as a complement to making maharah kitabah learning media.



Picture 7. Upload View

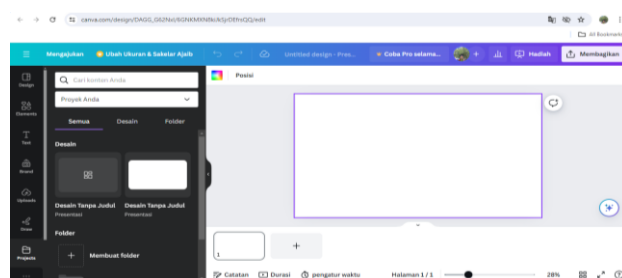
8. In the drawing view, educators can draw directly using stationery and colors provided in the draw view. However, in this study, researchers did not use the display of images in making maharah kitabah media.

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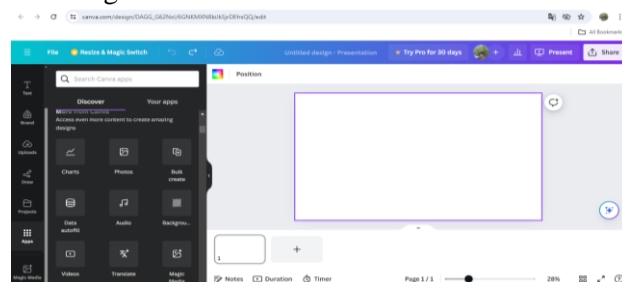
Picture 8. Drawing View

9. In the project view, educators are provided with a display of the design that is being created in the form of a project folder.



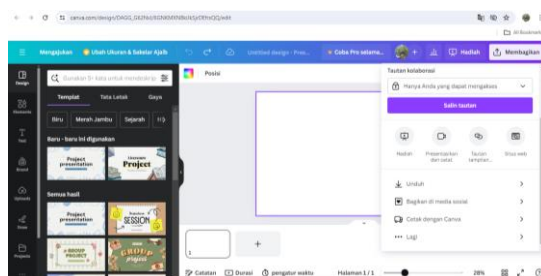
Picture 9. Project View

10. On the application view, educators are provided with various companion content in creating media in the Canva application, both in the form of graphics, photos, audio, backgrounds, videos, translations, and others. In the audio menu here, educators can add music creations as background sound to the maharah kitabah learning media that is being made.



Picture 10. Application View

11. In the download view, educators are provided with several options that can be selected to save maharah kitabah learning media that have been made, such as in the form of videos, websites, links, google drive, social media, and others.



Picture 11. Download View

Results of Making Maharah Kitabah Learning Media, especially Imla' in the Canva Application

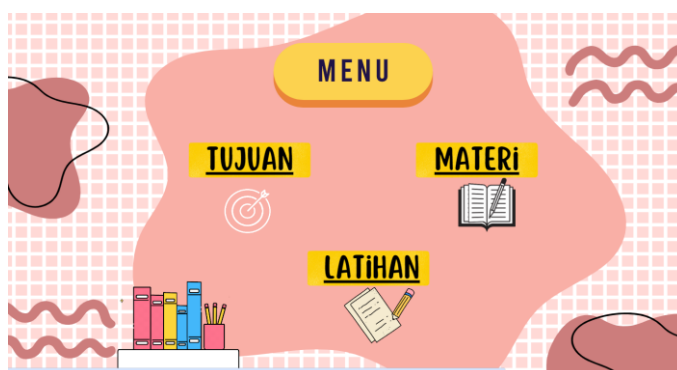
At the stage of the results of making maharah kitabah learning media, especially imla' in the Canva application, the researcher started by making a media opening display, then the main menus in the learning media in the form of goals, materials, and exercises.

1. Opening View. The opening view is the media homepage where there is a "Arabic Language Learning Imla'" display at the bottom there is also a "Start" icon, to go to the main menu display.



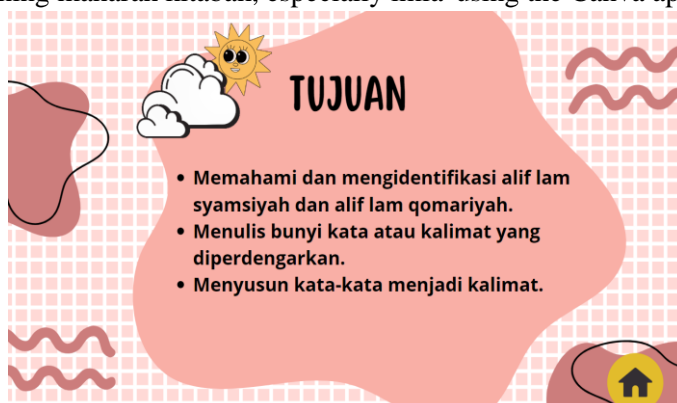
Picture 12. Opening View

2. Main Menu. In the main menu section there are several submenus such as objectives, materials, and exercises.



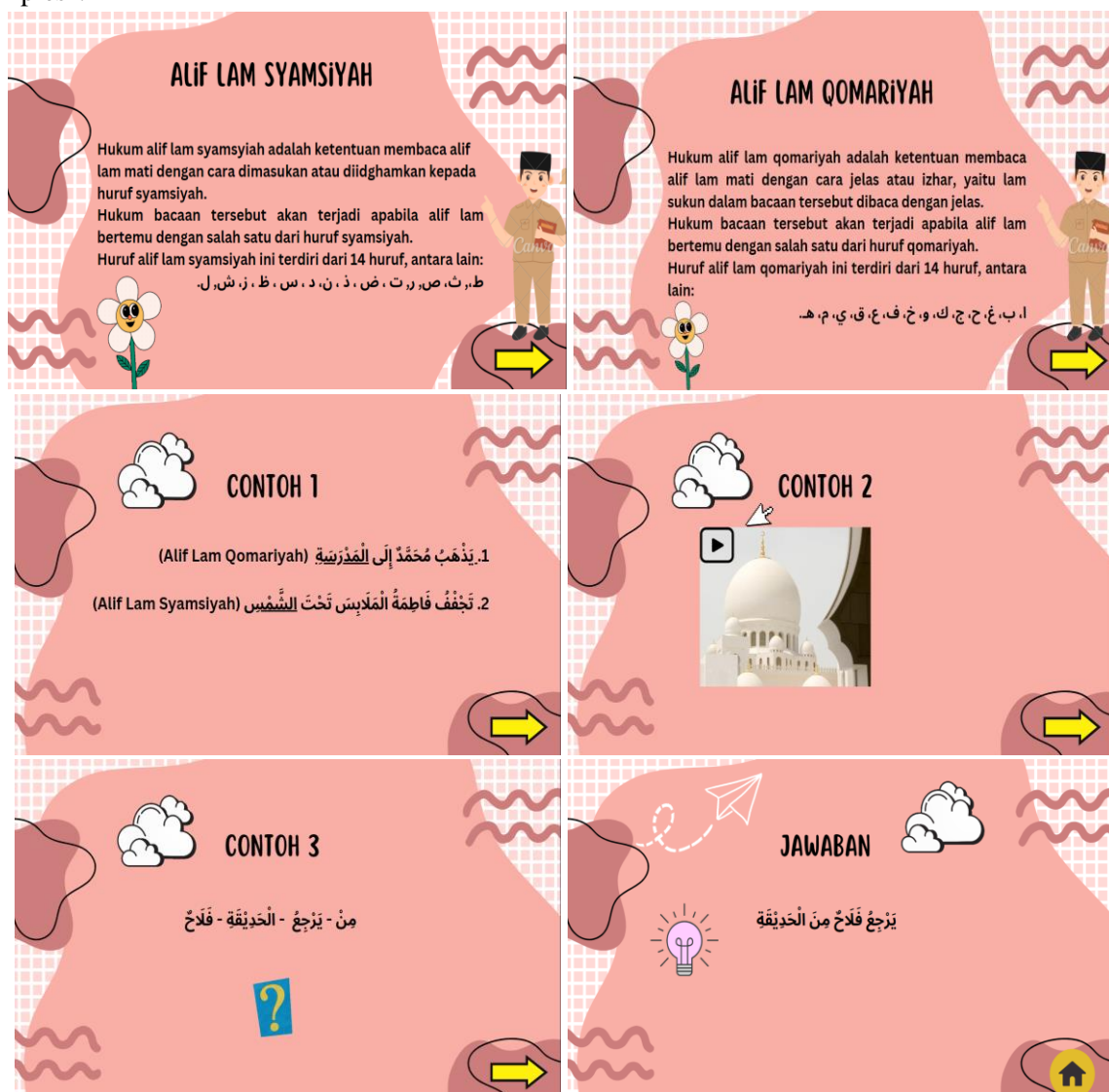
Picture 13. Main Menu

3. Purpose. In the first submenu section there is "Purpose". Before starting the learning process, students are told the purpose of learning maharah kitabah, especially imla' using the Canva application.



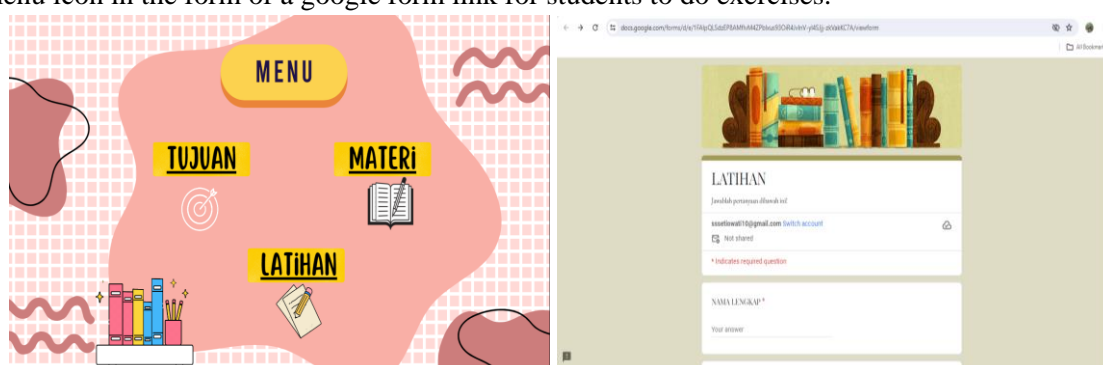
Picture 14. Purpose Submenu

4. Material. In the second submenu there is "Material". Educators display maharah kitabah learning materials, especially imla' in the form of material "Alif Lam Syamsiyah and Alif Lam Qomariyah and examples".



Pictures 15-20. Material Submenu

5. Exercises In the third submenu there is "Exercises". Educators provide an additional link to the practice submenu icon in the form of a google form link for students to do exercises.



The image shows three screenshots of Canva exercises for Arabic learning. The first screenshot shows a matching exercise where students are asked to match words from a list (أَلِفٌ، حَاءٌ، يَاءٌ، جِيمٌ، فَاءٌ) to audio clips. The second screenshot shows a sentence arrangement exercise where students are asked to arrange words (كَلَّمَ، فَطَمَتْ، طَعَمَ، الشُّجْرَةَ) into a complete sentence. The third screenshot shows a correction exercise where students are asked to correct underlined words in a text (أَلِفٌ، الشُّجْرَةَ، أَلِفٌ فَطَمَتْ، أَلِفٌ يَأْتِي). Each exercise has a 'Your answer' field and a 'Submit' button.

Pictures 21-25. Exercises Submenu

Application of Canva Media to Maharah Kitabah, especially Imla' at Nurul Qur'an Kraksaan Islamic Boarding School, Probolinggo

In the learning process of maharah kitabah, especially imla' using the Canva application, teachers apply the following learning steps:

1. Introduction Stage
 - 1) Before starting learning Arabic (maharah kitabah), especially imla', the teacher say greetings, greet students, pray together, and read class attendance.
 - 2) The teacher provide motivation for students before starting the material.
 - 3) The teacher gave a little overview of the material that will be given.
2. Core Activity Stage
 - 1) The teacher open the Canva application feature about learning Arabic (maharah kitabah), especially imla'.
 - 2) The teacher introduce the main menus, including goals, materials, and exercises.
 - 3) The teacher explain the purpose of learning Arabic (maharah kitabah), especially imla'.
 - 4) The teacher explained the material on that day, including about alif lam syamsiyah and alif lam qomariyah.
 - 5) The teacher provide examples of alif lam syamsiyah and alif lam qomariyah, in underlined word form, sound/audio form, and word arrangement form.
 - 6) The teacher give examples in the form of underlined words, previously in the form of the number of mufidahs, then students are asked to mention words that include alif lam syamsiyah and alif lam qomariyah. In order to be able to distinguish/identify between the two alif lam.
 - 7) The teacher gives an example in the form of sound/audio, previously only given a picture, then the educator clicks the "play" icon so that he can play the audio to the students 3 times, then the students

are asked to write in their respective books. So that they can write down the word forms of the two alif lam from the audio they listen to.

- 8) The teacher provide examples in the form of word arrangement, students are asked to arrange the words displayed into a number of mufidah. So that they can arrange words according to the rules of the number of mufidah.
- 9) The teacher ask students to do practice questions through the google form link that has been provided on the practice icon in the Canva application, this exercise can only be accessed once for each student. Then, the scores from the practice questions will be automatically sent to the spreadsheet document.

3. Closing Stage

- 1) Before ending the process of learning Arabic (maharah kitabah), especially imla', the teacher gives conclusions about the material that has been given.
- 2) The teacher provide feedback to learners about the process and outcomes of learning Arabic (maharah kitabah) especially imla'.
- 3) The teacher ends the lesson by reading hamdalah, prayers, and greetings.

CONCLUSION

The Canva application really helps teachers to innovate in designing maharah kitabah learning media, especially imla', which is a testament for teachers in delivering learning materials to students. The many features available in the Canva application make it easier for teachers to be creative in assembling the maharah kitabah learning presentation process, especially imla'. The results of making maharah kitabah learning media, especially imla' using the Canva application, are audio-visual, interactive, and fun. In the learning process of maharah kitabah, especially imla' using the Canva application, students become interested and tend to pay more attention to the material presented by teachers, and are able to understand learning material easily and are able to develop their knowledge of Arabic (maharah kitabah), especially imla' through these media. With the application of maharah kitabah learning media, especially imla' at the Islamic Boarding School Nurul Qur'an Kraksaan Probolinggo using the Canva application, students are able to improve their writing skills in Arabic lessons, especially imla'.

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