



The Combination of Canva and Wordwall as Arabic Vocabulary Learning Media for Elementary School Students

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ARTICLE INFO	ABSTRACT
Article History: Received : 18/06/2026 Revised : 29/06/2026 Accepted : 30/06/2026 Published : 30/06/2026 *Corresponding Author: muidanurf@gmail.com	The use of digital media in education has become an effective strategy to enhance student engagement and learning outcomes, including in Arabic vocabulary (<i>mufrodāt</i>) learning. This study aims to describe the utilization of Canva and Wordwall as learning media in Arabic vocabulary instruction at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro. This research employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation involving one Arabic language teacher and students. The findings show that Canva was used to present vocabulary materials through images, colors, Arabic texts, and audio, which helped students understand and remember vocabulary more easily. Meanwhile, Wordwall was utilized as an interactive medium for practice and formative assessment, creating a more enjoyable learning experience. The use of both media increased students' motivation, participation, and attention during the learning process. In addition, teachers and students responded positively to the implementation of Canva and Wordwall because they made learning more interactive and meaningful. Therefore, Canva and Wordwall can be considered effective digital media for supporting Arabic vocabulary learning at the elementary school level.
Keyword	Arabic vocabulary learning; canva; digital learning media; wordwall

1. INTRODUCTION

The development of information and communication technology in the digital era has brought significant changes in various fields of life, including the field of education. The use of technology in learning is one of the efforts made to improve the quality of the teaching and learning process to be more effective, interesting, and in accordance with the needs of students in the 21st century (Azzahra & Dessty, 2024). The presence of various digital learning media provides opportunities for teachers to develop more innovative learning strategies so that they are able to create an active, interactive, and fun learning atmosphere. Therefore, the integration

of technology in learning today is no longer just a complement, but has become one of the needs in supporting the achievement of educational goals (Ilham et al., 2023).

In the context of language learning, the use of learning media has a very important role because language is a skill that requires practice, understanding, and continuous learning experiences. One of the languages taught in Islamic educational institutions in Indonesia is Arabic. Arabic has an important position because it is the language of the Qur'an, hadith, and various Islamic literature. In addition, Arabic is also one of the subjects taught at various levels of Islamic education, ranging from Elementary School to universities (Rohmawati & Hidayat, 2025).

Learning Arabic includes several interrelated elements and skills. These elements include *mufrodat* (vocabulary), *ashwat* (sound), and *qawaid* (grammar), while language skills include *maharah al-istima'*, *maharah al-kalam*, *maharah al-qira'ah*, and *maharah al-kitabah*. Among these various elements, vocabulary is a basic component that must be mastered by students (Aufa, 2019). A good mastery of Arabic vocabulary (*mufrodat*) will make it easier for students to understand Arabic material and develop other language skills. On the other hand, vocabulary limitations will be an obstacle for students in understanding texts, composing sentences, and communicating using Arabic (Wahyuningsih, 2018).

Vocabulary has a very strategic position in learning Arabic. Vocabulary is the foundation for students to understand the meaning of a text or speech. The more vocabulary that students master, the easier it will be for them to understand the learning material. Therefore, Vocabulary learning needs to be designed systematically and attractively so that students can understand and remember vocabulary more easily. Teachers are required to be able to choose learning methods and media that suit the characteristics of students so that the learning process can take place optimally (Febriansyah & Samin, 2025).

Despite having an important role, vocabulary learning often faces various obstacles. At the Elementary School level, many students consider Arabic to be a difficult subject. These difficulties are generally caused by the large number of new vocabulary that must be learned, the difference in the writing system with Indonesian, and the lack of use of Arabic in daily life. As a result, students often have difficulty understanding and remembering the vocabulary they have learned (Syaifullah & Izzah, 2019).

In addition to factors that come from students, the learning process that is still dominated by conventional methods is also one of the causes of low mastery of vocabulary. In some learning situations, teachers still rely on lecture and memorization methods without being supported by interesting media. This condition can cause students to feel bored, lack focus, and lack motivation to follow learning. If this situation continues, it will be difficult to achieve the goal of learning Arabic to the maximum (Setiyawan et al., 2021).

To overcome these various problems, innovations in learning are needed that are able to increase students' interest and motivation to learn. One of the innovations that can be done is to utilize digital learning media. Digital media allows teachers to present learning materials in a more attractive way through a combination of text, images, colors, audio, videos, and interactive activities. Thus, students not only receive information verbally, but also gain a more concrete and meaningful learning experience.

The use of digital media in learning has various advantages. Digital media is able to increase students' attention to the material learned, facilitate the delivery of information, and create a more active learning atmosphere. In addition, digital media can also help teachers in conveying abstract material to be easier to understand. In Arabic language learning, digital media has the potential to be used to help students understand the meaning of vocabulary through the visualization of images, sounds, and interesting interactive activities (Rahman et al., 2026)

One of the digital media that is widely used in the world of education is Canva. Canva is a graphic design platform that provides a variety of features to create engaging and creative learning media. Through Canva, teachers can present learning materials by combining text, images, illustrations, colors, and audio in one attractive look. The use of Canva in learning allows students to understand the meaning of vocabulary through visual aids, making the learning process easier and more enjoyable. In addition to Canva, another digital media that can be used in learning is Wordwall. Wordwall is an interactive learning platform that provides various types of educational games and digital quizzes. Through Wordwall, teachers can create learning activities that encourage students to actively participate. The various features available in Wordwall, such as matching games, quizzes, random wheels, and word search, can be used to train students' understanding of Arabic vocabulary. Learning activities that are packaged in the form of games can also increase students' motivation and enthusiasm during the learning process.

The combination of using Canva and Wordwall in learning provides an opportunity to create a more comprehensive learning experience. Canva can be used as a medium for delivering material, while Wordwall can be used as a medium for practice and evaluation. Thus, students not only gain an explanation of the vocabulary learned, but also have the opportunity to repeat and reinforce their understanding through interactive activities. The integration of the two media is expected to increase the effectiveness of Arabic vocabulary learning while creating a more enjoyable learning atmosphere (Azizah et al., 2025).

Based on the results of initial observations at an Islamic elementary school, MI Islamiyah Tlogohaji Sumberrejo Bojonegoro, learning Arabic vocabulary has utilized digital media in the form of Canva and Wordwall. Canva is used by teachers to convey vocabulary material through

images, colors, Arabic writing, and audio so that students can more easily understand the meaning of the vocabulary they are learning. Meanwhile, Wordwall is used as an interactive quiz medium to measure students' understanding of the vocabulary material that has been delivered. The use of these two media shows the efforts of teachers to present more innovative learning in accordance with technological developments.

Various previous studies have shown that the use of digital media has a positive impact on language learning. Research conducted by Mudinillah shows that the use of the Canva application in Arabic learning can increase teachers' creativity and help students in mastering Arabic vocabulary (Mudinillah & Rizaldi, 2021). Furthermore, Ubaidillah's research found that the use of Canva in Arabic vocabulary learning was able to increase students' motivation, concentration, and learning effectiveness so that the learning process became more communicative (Ubaidillah et al., 2023). In addition, Al Mubarakah explains that Canva can be used to design Arabic learning media that is engaging and in accordance with the demands of 21st century learning (Enramika et al., 2023). Meanwhile, Andiyanty's research shows that the combination of Canva and Wordwall can increase student engagement, motivation, and learning outcomes because Canva supports the delivery of material visually, while Wordwall provides an interactive and fun evaluation experience (Andiyanty et al., 2025). However, research that specifically examines the simultaneous use of Canva and Wordwall in learning Arabic vocabulary at the Elementary School level is still relatively limited. Therefore, this study has a novelty value because it seeks to describe the use of these two media in learning Arabic vocabulary and identify the responses of teachers and students to their use.

This research is important because it can provide an overview of Arabic language learning practices that utilize digital technology at the basic education level. In addition, the results of the research are expected to be a reference for Arabic teachers in choosing and developing learning media that suits the needs of students. Thus, learning Arabic, especially Arabic vocabulary, can take place more effectively, interestingly, and fun.

Based on this description, this study aims to describe the use of Canva and Wordwall as Arabic vocabulary learning media at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro and identify the responses of teachers and students to the use of these two media in the learning process.

2. LITERATURE REVIEW

2.1 Arabic Vocabulary Learning

Vocabulary is one of the most important elements in learning Arabic. Vocabulary (*mufrodat*) can be interpreted as a collection of words used in a language to convey ideas, information, or messages to others (Imron & Fajriyah, 2021). In learning Arabic, the mastery of

vocabulary is the basis for the development of other language skills, namely listening skills (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*). Therefore, the success of students in mastering Arabic is greatly influenced by the level of mastery of their vocabulary (Gabriela et al., 2022).

Arabic vocabulary learning not only aims to enable students to memorize a number of vocabulary, but also understand their meaning, pronunciation, use, and application in the right context. The vocabulary learned needs to be used actively so that it is stored in long-term memory and can be used in various language activities. Thus, vocabulary learning must be designed in an attractive and meaningful way so that students not only remember words, but also understand their use in daily life (Rahma & Yulia, 2025).

At the elementary school level, Arabic vocabulary learning faces various challenges. Many students consider Arabic to be a difficult subject because they rarely use Arabic in everyday communication. In addition, the form of Arabic writing that is different from Indonesian is also an obstacle for students. This condition requires teachers to use learning strategies and media that are able to help students understand vocabulary more easily and fun.

The use of appropriate learning media can help students connect vocabulary with the object or concept being studied. When students gain learning experiences that involve visual, audio, and interactive activities, their understanding of vocabulary tends to increase. Therefore, the use of learning media is one of the important factors in the success of learning Arabic vocabulary (Azizah et al., 2025).

2.2 Digital Media in Learning

The development of information technology has encouraged the birth of various digital media that can be used in the world of education. Digital media is any form of media that uses electronic technology or information technology as a means of delivering information and learning. In the context of education, digital media functions as a tool that can make it easier for teachers to convey material while helping students understand the material more effectively (Putra et al., 2023).

The use of digital media in learning has various advantages. Digital media is able to present information in a more attractive form through a combination of text, images, audio, video, animation, and interactive activities. The diversity of forms of presentation allows students to have a richer learning experience than learning that only relies on verbal explanations. In addition, digital media is also able to increase student attention, motivation, and participation during the learning process (Kholil et al., 2026).

In the perspective of modern learning theory, the use of digital media is in line with a student-centered learning approach. Through digital media, students not only become recipients of information, but also actively involved in the learning process. Learning activities

that involve the active participation of students are believed to improve understanding and learning outcomes more optimally (Widiasanti et al., 2023).

In Arabic language learning, digital media has great potential to help students understand abstract material. For example, Arabic vocabulary can be visualized through pictures, illustrations, and videos so that its meaning is easier for students to understand. In addition, audio features available on various digital media can also help students learn how to pronounce vocabulary correctly (Rahman et al., 2026). The use of digital media is becoming increasingly relevant in the current era because students are familiar with the use of technology in daily life. Therefore, the integration of digital media in learning can create a learning atmosphere that is closer to the characteristics of the current generation and support the creation of innovative and effective learning.

2.3 Canva as a Learning Media

Canva is a digital-based graphic design platform that provides a variety of features to create engaging and creative learning media. The platform allows users to combine text, images, icons, colors, audio, and various other visual elements in one easy-to-use display. This ease of use makes Canva one of the digital media that is widely used by teachers in the learning process (Basri et al., 2023).

In vocabulary learning, Canva can be used to visually present vocabulary through images and illustrations that match the material being studied. The presence of images helps students understand the meaning of vocabulary without having to rely on translation all the time. Thus, students can build a direct understanding through the associations between the words and objects displayed (Menggo et al., 2024).

In addition to images, Canva also provides an audio feature that can be used to listen to the pronunciation of Arabic vocabulary. This feature gives students the opportunity to hear correct pronunciation while practicing their listening skills. The combination of visual and audio elements makes learning more interesting and helps students understand the material more thoroughly (Halim et al., 2025)

Another advantage of Canva is its ability to create an engaging learning look through the use of colors, simple animations, and varied designs. An attractive display can increase students' attention and reduce boredom during learning. Therefore, Canva is one of the effective media alternatives to support Arabic vocabulary learning at the elementary school level (Shidiq et al., 2024).

2.4 Wordwall as a Learning Media

Wordwall is a digital learning platform that provides a variety of interactive activities and educational games. This platform allows teachers to create quizzes, word matching games,

spinning wheels, word puzzles, as well as various other forms of exercises that can be used in learning activities (Gita et al., 2025). One of the advantages of Wordwall is its ability to turn evaluation activities into fun activities. If conventional evaluations are often considered boring by students, Wordwall provides a game-like learning experience so that students are more motivated to participate. Interactive activities also help students learn without feeling overwhelmed (Shobirin et al., 2025).

In learning Arabic vocabulary, Wordwall can be used as a means of practice and strengthening the vocabulary that has been learned. Through the different types of games available, students can repeat vocabulary over and over again without feeling bored. The repetition is very important because it is one of the factors that affect students' success in remembering vocabulary in the long term (Bancha & Tongtep, 2021).

Wordwall also provides a live scoring and feedback system. This feature allows students to know their learning outcomes quickly so they can correct mistakes made. In addition, the existence of scores and rankings can increase students' motivation to obtain better results. With its various features, Wordwall not only functions as an evaluation medium, but also as a learning tool that is able to increase student involvement in the learning process. Therefore, Wordwall is one of the relevant digital media used in learning Arabic vocabulary (Saariah et al., 2024).

3. METHOD

This study uses a qualitative approach with a case study type that aims to describe the use of Canva and Wordwall as a learning medium for Arabic vocabulary at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro, an Indonesian Islamic Elementary School. The research location was chosen because it has implemented the use of both digital media in Arabic language learning. The research subjects consisted of one Arabic teacher and two students who were selected purposively based on their involvement in the learning process. Research data was obtained through observation, interviews, and documentation. Observations were conducted to observe the implementation of learning, interviews were conducted with an Arabic teacher (T) and students (S) to obtain in-depth information about the use of Canva and Wordwall, while documentation was used to complement the data obtained during the research.

Data analysis was carried out using the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn. Data obtained from various sources are first selected and grouped according to the focus of the research, then presented in descriptive form to facilitate interpretation. Next, the researcher draws conclusions based on the findings obtained. To ensure the validity of the data, this study uses source triangulation and

triangulation techniques by comparing the results of observations, interviews, and documentation so that the data obtained is more valid and accountable.

4. RESULT AND DISCUSSION

4.1. Utilizing Canva and Wordwall in Arabic vocabulary Learning

Based on the results of observations made at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro, Canva is used as the main medium in the delivery of Arabic vocabulary material. The use of Canva is carried out at the stage of presenting the material by displaying various Arabic vocabulary accompanied by images, colors, Arabic writing, and supporting audio. Through this media, teachers can convey material in a more interesting way compared to the use of lecture methods or verbal explanations alone, while wordwall is used for quizzes after the delivery of the material.

The use of Canva and Wordwall in learning is carried out through several stages. First, the teacher opens the learning by introducing the theme of vocabulary to be studied. Second, the teacher delivers material using Canva which contains Arabic vocabulary along with images, colors, Arabic writing, and supporting audio. Third, students observe the material displayed and follow the teacher's explanation of the meaning and pronunciation of vocabulary. Fourth, after the delivery of the material is completed, the teacher gives a quiz using Wordwall to find out the level of students' understanding of the vocabulary that has been learned. Through the quiz, students answered various questions interactively so that the evaluation process was more interesting and fun.

In its implementation, the teacher first opens the learning by introducing the theme of vocabulary to be studied. After that, the teacher displays the material that has been compiled using Canva through the presentation screen. The material contains Arabic vocabulary that is adapted to the learning theme and is equipped with relevant image illustrations. The presence of images in each vocabulary helps students understand the meaning of words in a more concrete way so that they not only memorize the translation, but also be able to connect the vocabulary with the object in question.

In addition to the use of images, Canva is also used to display attractive color combinations so that it can increase students' attention during the learning process. The diverse visual display makes students more focused in following the teacher's explanation. The use of different colors in each part of the material helps students distinguish important information and makes the process of remembering the vocabulary learned easier (Khotimah et al., 2020).

The audio features available in Canva are also used to support learning in Arabic vocabulary. The teacher presents vocabulary pronunciation that students can listen to so that they get examples of correct pronunciation. Through this feature, students not only learn to

understand the meaning of vocabulary, but also learn how to pronounce it correctly. The combination of visual and audio elements shows that Canva is able to support learning that involves more than one sense, making the learning process more effective (Dea et al., 2022). This multimodal approach significantly strengthens students' memory retention, as the integration between Arabic letters, transliteration, and visual illustrations allows for a deeper and contextual understanding of vocabulary (Azizah et al., 2025)

The results of observations show that the use of Canva creates a more active and conducive learning atmosphere. Students can be seen paying attention to the material displayed and showing interest in the images and colors used in the presentation. When the teacher explains a particular vocabulary, students can quickly associate the word with the picture displayed. This condition shows that visual media has an important role in helping students understand the concepts learned.

The findings of this study are in line with the theory of learning media which states that the use of visual media can increase the attractiveness of learning and help students understand the material more easily. Visualization through pictures provides a more concrete learning experience than verbal explanations alone. For elementary school students who are still at the stage of concrete operational development, the use of visual media is very helpful in building an understanding of new concepts, including Arabic vocabulary. In addition to improving comprehension, the use of Canva also has a positive impact on students' motivation to learn. During the lessons, students seemed more enthusiastic when the material was presented using Canva. They are more active in answering the teacher's questions and showing curiosity about the vocabulary they learn. This shows that interesting learning media can increase student involvement in the learning process (Furoidah, 2020).

These findings reinforce the view that the success of learning is not only determined by the material taught, but also by the way the material is delivered. Canva gives teachers the opportunity to creatively package their creative materials to better suit the characteristics of elementary school students. Through the presentation of engaging materials, students can have a more enjoyable and meaningful learning experience.

Thus, it can be concluded that Canva has an important role in learning Arabic vocabulary at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro. The use of images, colors, Arabic writing, and audio in one medium can help students understand and remember vocabulary more easily. In addition, Canva also contributes to increasing student attention, motivation, and participation during the learning process.

While Canva makes a significant contribution to delivering engaging content through engaging visuals and audio, the effectiveness of learning is determined not only by the stage of the material delivery, but also by the process of practice and evaluation. Therefore, teachers

continue learning by using Wordwall as an interactive medium to strengthen students' understanding of the vocabulary that has been learned. The use of Wordwall complements Canva's functionality, as once students gain an initial understanding through visual media, they are given the opportunity to apply and repeat vocabulary through the various quiz activities and educational games available on the platform.

The use of Wordwall is done after students have obtained an explanation of the material through Canva. This media is used to determine the level of students' understanding of the vocabulary that has been learned while providing a more interactive and enjoyable learning experience (Idrus et al., 2021).

Based on the results of observations, learning activities with Wordwall began with the provision of quizzes containing Arabic vocabulary according to the material that had been studied previously. The teacher displays the quiz through the available device and directs students to answer the questions that arise. The various forms of activities available in Wordwall allow teachers to present evaluations in a more varied manner compared to conventional exercises that only use books or worksheets.

During the activity, students looked enthusiastic about participating in the quizzes given. They show enthusiasm to answer questions correctly and strive to obtain high scores. This situation is different from conventional evaluation activities that often make students feel tense or less interested. Through Wordwall, the evaluation process turns into a fun activity because it is packaged in the form of educational games.

The results of observations also show that the use of Wordwall is able to increase student participation in learning. Almost all students were actively involved in answering the questions given. They not only pay attention to the questions that arise, but also discuss with friends when they have difficulty in determining answers. These interactions show that Wordwall not only functions as a medium for evaluation, but also as a means that encourages collaborative learning in the classroom.

One of the factors that makes Wordwall attractive to students is the element of games or gamification. The score, challenge, and ranking features available in Wordwall provide additional motivation for students to actively participate. Students feel challenged to get good results so they focus more on doing each question given. This condition shows that the elements of play applied in learning can increase students' motivation to learn (Kusnadi & Azzahra, 2024).

The use of Wordwall also provides students with the opportunity to repeat vocabulary indirectly. Each question that appears requires students to recall the vocabulary that has been studied before. This repetition is very important in vocabulary learning because the more often a vocabulary is used or recalled, the more likely it is to be stored in the student's long-term

memory. Thus, Wordwall not only functions as an evaluation tool, but also as a medium for strengthening the material (Hartatiningsih, 2022).

The research findings showed that students remembered Arabic vocabulary more easily after participating in exercises using Wordwall. Interesting activities make them not feel like they are memorizing or being tested, but rather playing while learning. This condition provides a positive learning experience and helps reduce the perception that learning Arabic is a difficult and boring activity.

From the perspective of learning theory, the use of Wordwall is in line with the concept of active learning that places students at the center of learning activities. In active learning, students not only passively receive information, but engage directly in various activities that demand their participation and thinking. Through Wordwall, students are given the opportunity to apply their knowledge in the form of interactive exercises so that the learning process becomes more meaningful (Hadi et al., 2024).

In addition, the use of Wordwall also supports constructivist learning theory which emphasizes that knowledge is built through learning experiences experienced by learners (Viola et al., 2024). When students interact with the various activities available in Wordwall, they actively build an understanding of the vocabulary learned. This experience helps students gain a deeper understanding than if they only received explanations from the teacher.

The findings of this study also show that Wordwall can be an alternative solution in the implementation of Arabic learning evaluation. So far, evaluations are often carried out through written tests that tend to be monotonous and less interesting for elementary school students. By utilizing Wordwall, teachers can carry out evaluations more creatively without reducing the assessment function of student learning outcomes. In fact, the evaluation process can take place in a more enjoyable atmosphere so that students do not feel burdened.

Based on the results of the research, it can be concluded that Wordwall has an important role in learning Arabic vocabulary at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro. The use of Wordwall is able to increase student participation, motivation, and enthusiasm in participating in learning. In addition, Wordwall also helps strengthen students' understanding and memory of Arabic vocabulary through interactive practice and evaluation activities. Therefore, Wordwall can be used as one of the effective digital learning media to support Arabic vocabulary learning at the Elementary School level.

4.2. Teacher and Student Perceptions of Using Canva and Wordwall

Based on the results of interviews conducted with Arabic teacher and students at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro. Information was obtained that the use of Canva and Wordwall provides a positive learning experience in learning Arabic vocabulary. The

perception that emerged from the informants showed that the two media not only helped students understand vocabulary, but also increased their motivation and activeness during the learning process.

The ease of understanding Arabic vocabulary is one of the benefits that are most felt by teacher and students. The teacher explained that using Canva helps students understand vocabulary faster because the material is presented through engaging images, colors, and audio. According to the teacher,

"When using Canva, students have an easier time understanding vocabulary because there are images that support the material. Usually there are some students who have difficulty if it is only explained verbally, but when shown pictures they understand faster." (T)

The statement shows that Canva helps connect Arabic vocabulary with relevant objects or illustrations so that students get a more concrete picture of the meaning of the words they are learning.

Similar perceptions were also conveyed by students. Student 1 revealed:

"I find it easier to understand mufrodlat if there are interesting images and colors because it is clearer and less boring." (S1)

Meanwhile, student 2 stated:

"If there is an image in Canva, I remember the meaning of the vocabulary faster. So when I was asked again by the teacher, I still remember." (S2)

In line with this, student 3 explained:

"I like that there is audio in Canva because you can hear how to read vocabulary directly, so it is easier to memorize it." (S3)

Based on these statements, it is understandable that Canva provides visual and audio support that helps students better understand, remember, and pronounce Arabic vocabulary.

In addition to facilitating the understanding of the text, the use of Canva and Wordwall is also considered to be able to increase students' motivation and enthusiasm in learning. The teacher revealed that students looked more excited when learning using both media, especially during quiz activities using Wordwall. The teacher stated:

"Children are usually more enthusiastic when entering a Wordwall session. They feel like they're playing, when they're actually repeating the material they've learned." (T)

This condition shows that the interactive elements contained in Wordwall are able to create a more enjoyable learning atmosphere. The teacher's statement was reinforced by the students' experience. Student 1 said:

"The part I like the most is when I do the Wordwall quiz because it feels like playing a game." (S1)

Meanwhile, student 4 said:

"I became more enthusiastic about answering questions because there were scores that appeared after doing the quiz." (S4)

As for student 2, he revealed:

"If I use Wordwall, I am more interested in following the lesson until the end because I want to know the results." (S2)

The findings show that the use of Canva and Wordwall is able to create a fun learning atmosphere so that students are more motivated to take part in learning Arabic vocabulary.

Another positive impact felt by teachers and students is the increase in student activity and participation during the learning process. The teacher explained that students look more active when learning using Canva and Wordwall compared to regular learning. According to the teacher,

"Students become more focused on the material, more daring to answer questions, and more actively participate in learning activities when using Canva and Wordwall." (T)

This shows that the use of digital media is able to encourage more optimal student involvement in the learning process. The increase in activity was also felt by students. Student 2 stated:

"I have become more courageous in answering questions because the learning is more enjoyable." (S2).

Furthermore, student 4 revealed:

"When doing quizzes we often discuss and help each other if there is a vocabulary that is not understood." (S4)

Meanwhile, student 5 said:

"I focus more on taking lessons because there are pictures, audio, and quizzes that get me involved." (S5)

Based on these responses, it is understandable that Canva and Wordwall not only help students understand the concept, but also create more active, participatory, and student-centered learning.

Overall, teacher and student perceptions show that the use of Canva and Wordwall provides significant benefits in learning Arabic vocabulary. Both media help students understand vocabulary more easily, increase learning motivation, and encourage student activity during the learning process. These findings show that the integration of digital media in Arabic language learning can be an effective alternative to create a more engaging and meaningful learning experience for Elementary School students.

The findings on the perceptions of teachers and students show that the use of Canva and Wordwall is not only positively received, but also has a real impact on the learning process of Arabic vocabulary. Therefore, the next discussion is focused on analyzing the impact of the use

of the two media on vocabulary comprehension, learning motivation, and student participation by linking it to theories and previous research results.

The results show that the use of Canva helps students understand vocabulary through the presentation of images, colors, Arabic writing, and audio in one integrated view. These findings show that visual media has an important role in mufrodats learning. At the age of Elementary School, students are still at a developmental stage that requires concrete objects to help understand new concepts. Therefore, images and illustrations presented through Canva are able to bridge students' understanding of the meaning of Arabic vocabulary that was previously considered difficult.

In addition, the use of audio in Canva also contributes to learning Arabic. Students not only know the meaning of vocabulary, but also acquire examples of correct pronunciation. This shows that Canva is able to support learning that involves multiple senses at once, namely the senses of sight and hearing. The more senses involved in the learning process, the more likely it is that the information can be understood and remembered by students. Therefore, the use of Canva is one of the effective strategies to improve the quality of Arabic vocabulary learning (Mudinillah et al., 2022).

Meanwhile, Wordwall makes a different but complementary contribution to Canva. If Canva works at the material delivery stage, Wordwall plays a role in the practice and evaluation stage. Through the various activities available, students gain the opportunity to repeat the vocabulary they have learned in a fun atmosphere. Repetition is one of the important factors in language learning because it helps strengthen students' memory of the material being studied. With repeated exercises through Wordwall, students have an easier time remembering Arabic vocabulary over a longer period of time (Hae et al., 2021).

The findings of the study also show that the use of Wordwall is able to increase students' motivation to learn. This can be seen from the enthusiasm of students when taking quizzes given by teachers. They try to answer questions correctly and get high scores. This condition shows that the game elements contained in Wordwall are able to create a more enjoyable learning atmosphere. Learning is no longer seen as a boring activity, but rather as an interesting and challenging activity (Larasati, 2022).

From a learning theory perspective, these findings are in line with the concept of gamification in education. Gamification is the application of game elements into learning activities to increase student engagement and motivation. Elements such as scores, challenges, awards, and competitions have been proven to be able to encourage students to be more active in participating in learning. Therefore, the use of Wordwall as an evaluation medium can be an effective alternative in increasing students' interest in learning Arabic (Mawahdah et al., 2025).

In addition to increasing motivation, the use of Canva and Wordwall also has an impact on increasing student participation in learning. The results of observations show that students are more active when learning using both media. They pay more attention to the teacher's explanations, answer questions, and participate in the activities given. These findings show that engaging learning media is able to create a more interactive learning environment and encourage students to actively engage in the learning process (Widiastari & Puspita, 2024).

Active student participation is one of the indicators of learning success. When students are actively engaged, they not only passively receive information, but also build understanding through the learning experiences they experience. This condition is in line with the theory of constructivism which states that knowledge is built by students through interaction with the environment and the learning experiences they gain. In this study, Canva and Wordwall serve as a means that allow students to have a more meaningful learning experience.

Another interesting finding is the change in students' perception of Arabic language learning. Before the use of digital media, Arabic was often considered a difficult and boring subject. However, after learning using Canva and Wordwall, students show a higher interest in the material being studied. They find it easier to understand vocabulary and are more enthusiastic about learning. These changes in perception show that the proper use of media can help overcome the psychological barriers that often arise in learning a foreign language.

Based on the results of the research, it can be understood that the success of using Canva and Wordwall does not only lie in the sophistication of the technology they have, but also in the ability of teachers to use these media appropriately. Teachers play an important role in designing interesting materials, choosing appropriate activities, and managing the learning process so that the goals that have been set can be achieved. In other words, digital media functions as a supporting tool whose effectiveness is greatly influenced by the creativity and competence of teachers in using it.

Overall, the results of the study show that Canva and Wordwall are effective digital learning media in learning Arabic vocabulary at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro. Canva helps students understand vocabulary through engaging visual and audio presentations, while Wordwall helps reinforce comprehension through interactive practice and evaluation activities. The combination of these two media is able to increase vocabulary understanding, learning motivation, student participation, and create a more active and fun learning atmosphere. Therefore, Canva and Wordwall can be used as alternative learning media that are relevant to support Arabic language learning at the Elementary School level.

5. CONCLUSION

Based on the results of the research, it can be concluded that the use of Canva and Wordwall as Arabic vocabulary learning media at MI Islamiyah Tlogohaji Sumberrejo Bojonegoro has made a positive contribution to the learning process. Canva is used as a medium for delivering material by combining images, colors, Arabic writing, and audio to help students understand the meaning of vocabulary in a more concrete and interesting way. Meanwhile, Wordwall is used as a practice and evaluation medium packaged in the form of interactive quizzes so that it is able to create a fun and not boring learning atmosphere.

The results of the study also showed that the use of Canva and Wordwall was able to increase student attention, motivation, and participation during learning. It is easier for students to understand and remember Arabic vocabulary because the material is presented visually and supported by interactive activities. In addition, the use of Wordwall provides students with the opportunity to repeat the vocabulary that has been learned through various forms of interesting educational games. This condition makes students more enthusiastic in participating in learning and more active in answering questions and completing assignments given.

Based on the results of the interviews, teachers responded positively to the use of Canva and Wordwall because both media help create more effective and engaging learning. Students also show good responses because they find it easier to understand the material and are more motivated to learn Arabic. These findings show that digital media can be an effective alternative in supporting mufrodat learning at the Elementary School level.

Thus, Canva and Wordwall can be recommended as digital learning media that are able to support the mastery of Arabic language through the presentation of material that is interesting, interactive, and in accordance with the characteristics of elementary school students. The next research is expected to examine the use of the two media at different levels of education or measure their influence on improving student learning outcomes more deeply through quantitative approaches and mixed methods.

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