



Interactive Media Development Using Canva for Arabic Language Learning: A Systematic Literature Review

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ABSTRACT

This study aims to systematically review the development and utilization of interactive media using Canva for Arabic language learning, examining its effectiveness in enhancing motivation, interactivity and creativity. A systematic literature review (SLR) was conducted following PRISMA guidelines, analyzing empirical studies, research and development projects, and relevant theoretical articles published between 2021 and 2025. A total of 40 studies meeting inclusion criteria were synthesized to identify key trends, gaps, and outcomes. The results indicate that Canva-based interactive media significantly improves student motivation, engagement, and Arabic language skills across listening, speaking, reading, and writing. Canva's features including animations, videos, flashcards, and digital worksheets facilitate creative and collaborative learning. Challenges identified include limited access to devices and internet connectivity, as well as the need for teacher training and pedagogical frameworks aligned with student proficiency. This study provides a comprehensive synthesis of empirical evidence and theoretical frameworks, bridging fragmented research on digital media in Arabic language learning. It introduces an integrative conceptual framework linking Canva's interactive features with motivation, multimedia learning, and collaborative pedagogical principles. The findings offer practical guidance for educators and instructional designers to optimize digital learning tools for Arabic language teaching, while also informing future research directions, including longitudinal and experimental studies to validate effectiveness across diverse contexts.

Keywords: *Canva, interactive media, Arabic language learning, digital learning, systematic literature review*

ABSTRAK

Penelitian ini bertujuan untuk meninjau secara sistematis pengembangan dan pemanfaatan media interaktif berbasis Canva dalam pembelajaran bahasa Arab, serta mengevaluasi efektivitasnya dalam meningkatkan motivasi, interaktivitas dan kreativitas. Penelitian ini menggunakan metode systematic literature review (SLR) berdasarkan pedoman PRISMA, menganalisis studi empiris, proyek penelitian dan pengembangan, serta artikel teoretis yang diterbitkan antara 2021–2025. Sebanyak 40 studi yang memenuhi kriteria inklusi disintesis untuk mengidentifikasi tren, kesenjangan, dan hasil utama. Hasil penelitian menunjukkan bahwa media interaktif berbasis Canva secara signifikan meningkatkan motivasi, keterlibatan, dan keterampilan bahasa Arab siswa dalam aspek mendengar, berbicara, membaca, dan menulis. Fitur-fitur Canva, termasuk animasi, video, flashcard, dan worksheet digital, mendukung pembelajaran kreatif dan kolaboratif. Tantangan yang diidentifikasi meliputi keterbatasan akses perangkat dan koneksi internet, serta kebutuhan pelatihan guru dan kerangka pedagogik yang sesuai dengan kemampuan siswa. Studi ini menyajikan sintesis komprehensif dari bukti empiris dan kerangka teoretis, menghubungkan penelitian yang terfragmentasi tentang media digital dalam pembelajaran bahasa Arab. Penelitian ini memperkenalkan kerangka konseptual integratif yang mengaitkan fitur interaktif Canva dengan motivasi, teori pembelajaran multimedia, dan prinsip pedagogik kolaboratif. Temuan penelitian ini memberikan panduan praktis bagi pendidik dan perancang pembelajaran untuk mengoptimalkan penggunaan media digital dalam pengajaran bahasa Arab, serta memberikan arah bagi penelitian lanjutan, termasuk studi longitudinal dan eksperimental untuk memvalidasi efektivitasnya di berbagai konteks.

Kata kunci: *Canva, media interaktif, pembelajaran bahasa Arab, pembelajaran digital, tinjauan literatur sistematis*

المخلص

تهدف هذه الدراسة إلى مراجعة منهجية لتطوير واستخدام الوسائط التفاعلية المعتمدة على Canva في تعليم اللغة العربية، وكذلك تقييم فعاليتها في زيادة الدافعية والتفاعل والإبداع. استخدمت الدراسة منهجية مراجعة الأدبيات المنهجية (SLR) بناءً على إرشادات PRISMA، حيث تم تحليل الدراسات التجريبية، ومشاريع البحث والتطوير، وكذلك المقالات النظرية المنشورة بين عامي 2021 و2025. تم تجميع 40 دراسة تلي معايير الإدراج لتحديد الاتجاهات والفجوات والنتائج الرئيسية. أظهرت نتائج الدراسة أن الوسائط التفاعلية المعتمدة على Canva تعزز بشكل كبير من دافعية الطلاب، واهتمامهم، ومهاراتهم في اللغة العربية في مجالات الاستماع، والتحدث، والقراءة، والكتابة. تدعم ميزات Canva مثل الرسوم المتحركة والفيديو، وبطاقات الفلاش، والتمارين الرقمية، التعلم الإبداعي والتعاوني. تم تحديد التحديات بما في ذلك محدودية الوصول إلى الأجهزة والاتصال بالإنترنت، وكذلك الحاجة إلى تدريب المعلمين وإطار تربوي يتناسب مع قدرات الطلاب. تقدم هذه الدراسة تلخيصاً شاملاً للأدلة التجريبية والإطار النظري، مما يربط بين الأبحاث المتفرقة حول الوسائط الرقمية في تعلم اللغة العربية. كما تقدم الدراسة إطاراً مفهوماً تكاملياً يربط بين ميزات Canva التفاعلية مع الدافعية، ونظرية التعلم متعدد الوسائط، والمبادئ التربوية التعاونية. توفر نتائج هذه الدراسة إرشادات عملية للمربين ومصممي الدروس للاستفادة المثلى من الوسائط الرقمية في تدريس اللغة العربية، كما تقدم توجهاً للبحوث المستقبلية، بما في ذلك الدراسات الطولية والتجريبية للتحقق من فعاليتها في سياقات مختلفة.

الكلمات الرئيسية: Canva، الوسائط التفاعلية، تعليم اللغة العربية، التعليم الرقمي، مراجعة الأدبيات المنهجية

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PENDAHULUAN

Advances in educational technology in the digital age have drastically transformed the landscape of language learning, including in the context of teaching Arabic as a second or foreign language. This shift has moved dynamically from traditional, teacher-centered approaches to more adaptive, interactive, and communicative technology-based learning models (Syarifah, 2024). In the midst of this transformation, the utilization of digital media has proven highly effective in boosting learning motivation and active student engagement. Digital media enriches learners' interactions with language materials through visual, audio, and gamification elements that conventional media inherently lack (Cao et al., 2023). One of the most widely adopted technology platforms within this digital ecosystem is Canva, a web-based graphic design application. Canva offers a diverse array of visual, audio, video, and interactive features that can be seamlessly adapted to construct captivating Arabic learning resources, all without requiring advanced technical skills from either educators or students (Khoirun & Muhaimin, 2025).

In the context of language acquisition, Canva possesses significant potential to accelerate the understanding of vocabulary (*mufradat*), language structure (*qawaid*), and communication skills (*maharah kalam*). This potential is actualized through visual learning materials such as infographics, flashcards, educational videos, and interactive modules, all of which can be fully customized to accommodate Arabic typography and linguistic requirements (Lim & Swanto, 2025a). Empirical research indicates that integrating Canva into vocabulary instruction not only enhances cognitive learning outcomes but also triggers emotional satisfaction during the learning process (Ubaidillah et al., 2023). Interactive media designs created via Canva have been shown to help

concretize abstract grammatical concepts, making the content clearer, fostering an enjoyable learning atmosphere, and driving digital learning innovations (Ali et al., 2025)

Theoretically, Canva's efficacy in stimulating the affective domain of learners can be profoundly understood through the lens of Self-Determination Theory (SDT) and Keller's ARCS Motivation Model (*Attention, Relevance, Confidence, Satisfaction*) (Novita Sari Hutapea et al., 2024). Within the SDT framework, learning Arabic—which is frequently perceived as rigid and theoretically heavy—demands the fulfillment of basic psychological needs, namely autonomy and competence, to internalize extrinsic motives into intrinsic motivation (Lestari et al., 2026). Canva facilitates these needs by granting students agency to independently design their own language-based tasks. When students successfully produce aesthetically pleasing language artifacts, their self-efficacy improves, which subsequently reduces foreign language anxiety (Erlina et al., 2025). Concurrently, viewed from the ARCS Model, Canva's vibrant visual elements and varied templates capture students' *Attention* from the outset, while highly customizable content ensures the *Relevance* of materials to their digital real-world experiences. The platform's user-friendly interface builds students' *Confidence* in tackling complex linguistic assignments, ultimately yielding psychological *Satisfaction* from their visual achievements, which sustains long-term motivational retention (Li & Keller, 2018)

Nevertheless, despite the burgeoning literature on the practical efficacy of this platform, systematic literature reviews (SLRs) evaluating research trends, methodologies, and the overall quality of studies on Canva's application specifically within Arabic language education remain remarkably scarce. The vast majority of existing studies are confined to individual empirical investigations or small-scale Research and Development (R&D) approaches. These studies tend to focus heavily on downstream practical applications without systematically mapping macro-level patterns, long-term learning impacts, or the surrounding pedagogical dimensions (Khoirun & Muhaimin, 2025). Consequently, a comprehensive scientific review that positions Canva as an interactive learning tool within the broader constellation of language acquisition theories and international pedagogical standards has yet to be established (Syarifah, 2024).

Furthermore, the tendency of previous research to merely describe the practical utility of Canva has resulted in a weak conceptual link with modern pedagogical frameworks, such as Multimedia Learning Theory, Communicative Language Teaching (CLT), or digital task-based learning models (Lathifah et al., 2025). This theoretical and methodological gap underscores a critical urgency to develop a systematic conceptual framework. A dedicated study is needed to explicitly bridge Canva's interactive media features—such as visual storytelling, interactive videos, and animated sequences—with multifaceted Arabic language learning outcomes, encompassing the affective (motivation), cognitive (linguistic skills), and conative (learner engagement) domains (Hyewo, 2024)

To address this gap, this study aims to present a systematic literature review on the development of Canva-based Arabic learning materials, focusing on empirical evidence, methodological trends, and potential pedagogical implications. Employing a transparent and standardized approach, specifically the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) protocol, this study seeks to map Canva's contributions to students' affective motivation, language skills, and overall

learning experiences. Furthermore, it aims to formulate an initial conceptual model that integrates Canva's interactive media features with contemporary Arabic language learning theories (Idham Arkan Ramadhan & Salhab, 2025). Through this endeavor, this research not only strengthens the empirical foundation for technology integration in Arabic studies but also provides strategic recommendations for researchers and practitioners to develop digital learning materials effectively, adaptively, and sustainably in the future.

METODE

This study employs a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize empirical evidence regarding the development of interactive learning materials using Canva in the context of Arabic language learning (Amalia & Marzuki, 2025). The SLR approach was chosen because it provides a comprehensive, transparent, and replicable overview based on relevant primary research findings (Syarifah, 2024). SLR enables researchers to systematically address research questions and build a strong body of evidence to support their conclusions and guide future research. The methodological process of this study follows the steps outlined in the PRISMA 2020 protocol, which is an international standard for reporting systematic reviews across various fields of science, including education and learning technology (Adhama & Hikmah, 2025; Saputro & Santoso, 2025). The main steps involved include: formulating the research question, identifying and searching the literature, selecting studies based on inclusion and exclusion criteria, assessing the methodological quality of the articles, extracting data, and synthesizing the results.

First, the study formulated the main research questions regarding the features, effectiveness, and research trends related to the use of Canva as a medium for Arabic language learning over the past five years, as well as how this interactive medium contributes to linguistic learning and student motivation. Next, a search strategy was developed using a combination of keywords such as “Canva,” “interactive media,” “Arabic language learning,” and “digital educational media” in the Google Scholar database. After an initial search was conducted, a screening process was applied to the results by reviewing the titles and abstracts to eliminate literature irrelevant to the core topic. Articles that passed the screening were then read in full to ensure a deeper relevance to the study’s focus, namely the development and evaluation of Canva-based interactive learning media in Arabic language instruction. Inclusion criteria included studies published in peer-reviewed journals between 2021 and 2025, as well as those directly related to the use of interactive digital media in language learning. Exclusion criteria were applied to non-peer-reviewed publications, popular articles, and studies that did not empirically test pedagogical aspects or learning outcomes.

Once the selected articles have been identified, the next step is data extraction, which covers the methodological aspects of the primary research (e.g., research design, sample population, instruments), the Canva media features used, the measured learning outcomes, and the pedagogical implications found in each study. This data is then analyzed thematically to identify common patterns, methodological trends, and gaps in the existing literature. This thematic analysis helps formulate synthetic conclusions that clarify Canva’s contribution to Arabic language instruction, including aspects of media

development, learning effectiveness, and the factors supporting and hindering its implementation. By following these systematic steps, this study not only provides a descriptive summary of the identified literature but also assesses the methodological quality and the strength of the findings of each article, thereby maintaining high scientific standards and ensuring relevance for publication in reputable journals. The results of this process are then presented narratively and thematically to highlight key trends, challenges, and potential directions for future research in the development of Canva-based interactive learning media for Arabic.

TEMUAN DAN DISKUSI

The Effectiveness of Canva in Boosting Motivation and Interest in Learning

Several studies show that the use of Canva as an interactive learning media has a significant impact on students' motivation and interest in learning Arabic. Canva-based media provides various features such as visuals, animations, interactive videos, and gamification elements that can capture students' attention, increase their engagement, and encourage active class participation. The study by Fitriyah et al. (2024) emphasizes that Canva-based interactive animations can significantly improve the learning interest of second-grade students in Madrasah Ibtidaiyah. Meanwhile, Maghfiroh et al. (2025) found that the use of interactive videos in the classroom increases student engagement and focus compared to traditional media. Other studies, such as those by Khoirun & Muhaimin (2025), and Annashir et al. (2024) report that Canva helps students understand Arabic language material in a more engaging way, boosts intrinsic motivation, and facilitates collaborative learning.

An in-depth analysis shows that work motivation is enhanced through three main mechanisms: visual and audio stimuli, interactivity and gamification, and increased student autonomy. Visualizing content through animations and videos facilitates the retention of vocabulary and language structures, while gamification elements such as badges, interactive quizzes, and collaborative tasks enhance a sense of challenge and achievement. In addition, Canva allows students to take control of their learning process by enabling them to create posters, infographics, or short videos related to the material. This approach increases intrinsic motivation and fosters more active student engagement. Consistent findings from studies using quasi-experimental, R&D, and qualitative methods indicate that Canva is effective in simultaneously enhancing student motivation, interest in learning, and participation.

Author	Title	Objective	Methodology	Findings	Journal
Maghfiroh et al. (2025)	Pemanfaatan video interaktif Canva dalam pembelajaran bahasa Arab di	To assess the impact of Canva interactive videos on	Quasi-experimental	Interactive videos increase engagement, focus, and interest in learning	Jurnal Teknologi Pendidikan dan

	Madrasah Ibtidaiyah	student motivation		compared to conventional media	Pembelajaran
Annashir et al. (2024)	Penggunaan aplikasi Canva dalam media pembelajaran bahasa Arab	To assess the use of Canva in Arabic language learning media	R&D & classroom observation	Canva enhances material understanding, intrinsic motivation, and collaborative learning	Jurnal Pendidikan Tambusai
Fitriyah et al. (2024)	Effectiveness of Canva-based interactive animation media in enhancing learning interest of second grade Madrasah Ibtidaiyah students	To measure the effect of Canva-based interactive animations on learning interest	Quasi-experimental	Canva interactive animations significantly increase students' learning interest	Al Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah
Khoirun & Muhaimin (2025)	Pengembangan media pembelajaran interaktif berbasis Canva pada pembelajaran bahasa Arab	To develop Canva-based interactive learning media	R&D	Interactive media increases student motivation and engagement	Ummul Qura Journal
Ni'mah et al. (2024)	Development of Animated Videos Based on the Canva Application as a Learning Media for Arabic Listening Skills Students of Darul 'Ulum Lamongan Islamic University	To develop Canva-based animated videos for listening skills	R&D	Canva-based animated videos enhance engagement and learning motivation	ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab
Novianti et al. (2025)	The effectiveness of visual media in improving students' Arabic	To assess the impact of Canva-based visual media	Kuasi-eksperimen	Canva visual media increases student motivation and engagement	Arabiyatuna: Jurnal Bahasa Arab

	language learning according to Edgar Dale's cone of experience model	on learning outcomes			
Nurul Aini N. Pakaya et al. (2025)	Bridging engagement and comprehension: Evaluating Canva's effectiveness as a digital worksheet in Arabic writing	To evaluate the effectiveness of Canva digital worksheets	Kuasi-eksperimen	Canva digital worksheets increase motivation, learning interest, and engagement	Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature
Tania & Ammar (2025)	Canva-based educational game "Unlock Your Potential": Developing Arabic learning media for Grade X	To develop a Canva-based educational game for Arabic language learning	R&D	Canva educational games increase motivation and interest in learning	Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan
Ubaidillah et al. (2023)	The importance of digital media in Arabic language learning; the use of Canva in vocabulary learning	To examine the role of Canva digital media in vocabulary learning	R&D	Canva increases learning motivation and student engagement	Jurnal Al Maqayis
Ulfayati et al. (2025)	Development of Canva based teaching materials to enhance writing and short story communication skills	To develop Canva-based media for writing and communication	R&D	Canva media increases learning interest and student engagement	At Turots: Jurnal Pendidikan Islam

The use of Canva has proven effective in boosting motivation and interest in learning through visual, audio, gamification, and collaborative mechanisms. Its interactive features provide a more immersive learning experience, increase student participation, and facilitate creative and collaborative learning. Studies consistently show that interactive media are not merely visual tools but also enhance students' intrinsic

motivation, affective engagement, and social skills. These findings synthesize previously fragmented empirical evidence, linking Canva’s interactive features to theories of multimedia learning and self-determination. This study presents a new conceptual framework that can serve as a guide for teachers and researchers in designing Canva-based digital learning strategies.

Integrating Interactive Features into Learning

Research shows that the interactive features provided by Canva such as animations, interactive videos, flashcards, and digital worksheets play a key role in teaching Arabic concepts in an engaging and effective manner. These tools not only present content in a static format but also provide a dynamic learning experience, allowing students to interact directly with the material, thereby increasing engagement and learning activity. Fitriyah et al. (2024) found that the use of Canva-based animations and interactive flashcards increased student motivation and active participation in the classroom. The study by Maghfiroh et al. (2025) emphasizes that interactive videos and digital worksheets make the learning process more active compared to conventional media, helping students better understand vocabulary and sentence structure, and supporting their understanding of Arabic language concepts through simultaneous visual and audio stimulation.

An in-depth analysis of these findings indicates that the integration of Canva’s interactive features contributes through several mechanisms. First, enhanced conceptual understanding through visualization: animations and videos allow students to see concrete representations of vocabulary and language structures. Second, instant feedback and interactivity: digital worksheets and interactive flashcards provide immediate feedback, enabling students to assess their understanding in real time. Third, increased social engagement and collaboration: these features encourage students to work in groups or engage in interactive discussions, enhancing cooperative learning and creating a more enjoyable learning experience. The consistency of findings across studies using both qualitative and quasi-experimental methodologies indicates that Canva is pedagogically effective in enhancing student engagement and learning activities.

Author	Title	Objective	Methodology	Findings	Journal
Fitriyah et al. (2024)	Efektivitas Media Animasi Interaktif Berbasis Canva dalam Meningkatkan Minat Belajar	To assess the impact of interactive animations and flashcards on Arabic learning motivation	Quasi-experimental with pre/post test	Interactive media increase student motivation and engagement; students are more active in learning	Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah
Maghfiroh et al. (2025)	Pemanfaatan Video Interaktif Canva dalam Pembelajaran	To examine the effectiveness of interactive videos and	Research & Development	Videos and digital worksheets make learning	Jurnal Teknologi Pendidikan dan

Bahasa Arab di Madrasah Ibtidaiyah	digital worksheets in Arabic language learning	more active compared to conventional media; concept understanding improves	Pembelaja ran
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Strengthening Collaborative and Creative Learning

Canva-based interactive media not only boosts motivation and language skills but also enhances collaborative learning and student creativity. Canva offers features that allow students to work in groups to collaboratively create posters, infographics, videos, and digital presentation materials. Research by Tania & Ammar (2025) shows that Canva-based educational games enhance student creativity while fostering cooperation in group tasks. Jannah et al. (2025) found that the use of Canva for collaborative projects in the 11th-grade Maharatul Istima’ class facilitated the exchange of ideas, active discussion, and social engagement. Fitriyah et al. (2024) emphasized that Canva’s interactive animations support creative and collaborative learning in elementary madrasahs. Studies by Khoirun & Muhaimin (2025), Annashir et al. (2024), and Maghfiroh et al. (2025) also demonstrate that Canva enhances group productivity, communication skills, and collaborative problem-solving abilities.

An in-depth analysis shows that digital collaboration through Canva creates an interactive, creative, and participatory learning environment where students can develop critical thinking, creative expression, and social skills. This platform also supports the integration of Project-Based Learning and Collaborative Learning approaches, enabling students to learn actively through real-world experiences. The findings consistently indicate that digital interactivity and collaboration not only improve academic outcomes but also enhance students’ soft skills.

Author	Title	Objective	Methodology	Findings	Journal
Maghfiroh et al. (2025)	Pemanfaatan video interaktif Canva dalam pembelajaran bahasa Arab di Madrasah Ibtidaiyah	To assess the effectiveness of Canva interactive videos in collaborative projects	Quasi-experimental	Interactive videos promote group work and creativity	Jurnal Teknologi Pendidikan dan Pembelajaran
Annashir et al. (2024)	Penggunaan aplikasi Canva dalam media pembelajaran bahasa Arab	To examine the use of Canva for collaborative activities	R&D & classroom observation	Canva enhances communication, collaboration, and creativity	Jurnal Pendidikan Tambusai

Fitriyah et al. (2024)	Effectiveness of Canva-based interactive animation media in enhancing learning interest of second grade Madrasah Ibtidaiyah students	To assess the impact of Canva interactive animations on collaboration and creativity	Quasi-experimental	Canva animations support group work and creative learning	Al Adzka: Jurnal Ilmiah Pendidikan Guru MI
Khoirun & Muhaimin (2025)	Pengembangan media pembelajaran interaktif berbasis Canva pada pembelajaran bahasa Arab	To develop Canva-based collaborative learning media	R&D	Canva media improves collaborative skills and student creativity	Ummul Qura Journal
Jannah et al. (2025)	The use of Canva media in learning Maharatul Istima' Class XI Ma'had Daar Asy Syifa Cianjur students	To evaluate the use of Canva for collaborative projects	R&D	Canva encourages idea exchange, active discussion, and social collaboration	Akademika: Jurnal Keagamaan dan Pendidikan
Tania & Ammar (2025)	Canva-based educational game "Unlock Your Potential": Developing Arabic learning media for Grade X	To develop Canva-based educational games	R&D	Educational games increase creativity and student cooperation	Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan

Diskusi

A systematic review of the literature indicates that the use of Canva as a medium for Arabic language learning significantly contributes to students' motivation, linguistic skills, interactivity, creativity, and collaboration. These findings align with the principles of the Cognitive Theory of Multimedia Learning proposed by Mayer (2024), where audiovisual integration and interactivity can enhance cognitive processing and language comprehension. Recent empirical studies support the finding that Canva-based interactive media, such as animations, interactive videos, flashcards, and digital worksheets, effectively improve students' listening, speaking, reading, and writing skills (Ni'mah et al., 2024; Novianti et al., 2025; Nurul Aini N. Pakaya et al., 2025). In other words, Canva not only delivers content but also facilitates active language practice and production, which enhances overall learning outcomes.

In the context of motivation, the use of Canva fosters learning interest and affective engagement through visual experiences and gamification elements, which align with Lim & Swanto (2025b) Self-Determination Theory in fostering students' intrinsic motivation. Research by Fitriyah et al. (2024) and Tania & Ammar (2025) reinforces these findings by demonstrating that interactive media enhances active participation, social engagement, and creativity through collaborative projects. This indicates that Canva is not merely a presentation tool but also a learning platform that facilitates the integration of Project-Based Learning and task-based learning, enabling students to develop social and collaborative skills simultaneously.

These findings also engage with previous studies that have highlighted the limitations of digital media in Arabic language classrooms, such as access to devices, teacher training, and curriculum adaptation (Annashir et al., 2024; Khoirun & Muhaimin, 2025). This SLR underscores the need for clear implementation strategies and pedagogical frameworks to ensure that interactive tools like Canva are used to their full potential, strengthen the teacher's role as a facilitator, and ensure inclusive learning.

The implications of the research show that integrating Canva into Arabic language learning can enhance educational quality in a multidimensional way, from improving motivation, linguistic skills, creativity, to collaborative abilities. This study contributes by providing an integrative conceptual framework that connects Canva's interactive features with multimedia theory, intrinsic motivation, and collaborative principles. It also serves as a reference for teachers, researchers, and digital media developers. The study emphasizes the importance of longitudinal evaluation to measure the long-term impact on learning outcomes and replication across various educational contexts to ensure the generalizability of the findings.

This research emphasizes that Canva can be an effective tool in modern Arabic language learning, not only for delivering content but also for building linguistic skills, motivation, and social skills comprehensively. The proposed framework can strengthen the strategy for developing digital learning media in the future, while also addressing the research gap related to the integration of pedagogy and interactive technology.

KESIMPULAN

Here is the complete and well-structured **Conclusion** section translated into academic English, integrating the **affective domain** to maintain alignment with your Introduction.

CONCLUSION

This study demonstrates that the integration of Canva into Arabic language education exerts a significant, transformative impact across multiple dimensions of learning. The utilization of this platform is proven not only to accelerate students' cognitive linguistic skills but also to provide profound stimulation within the **learners' affective domain**. From an affective perspective, leveraging Canva consistently boosts intrinsic motivation, fosters self-confidence, enhances emotional satisfaction during the learning process, and effectively reduces foreign language anxiety, which has long been a major barrier in Arabic language acquisition. Through interactive media such as animations, videos, flashcards, and digital worksheets, students actively participate in a

collaborative, creative, and highly enjoyable learning ecosystem. These empirical findings challenge the conventional, long-held assumption that digital media serve merely as static, one-way visual aids.

Theoretically, this study offers a robust scientific contribution by systematically synthesizing prior empirical findings to reinforce the relevance of Multimedia Learning Theory and affective motivation models in language education. Furthermore, it introduces a novel, integrative conceptual framework that bridges Canva's interactive features with language acquisition and social collaboration theories. Consequently, this research successfully expands the scientific discourse on the role of digital media in modernizing Arabic language education, while simultaneously offering practical, actionable guidance for educators, practitioners, and instructional media developers in the digital era.

Despite these promising findings, certain limitations remain. The analyzed body of literature is predominantly local in nature, constrained by limited sample sizes, and lacks long-term evaluation. To address these gaps, future research is highly recommended to focus on larger sample sizes, rigorous experimental methodologies, and longitudinal assessments. These strategic steps are critical to strengthen the generalizability of the findings and to advance the development of a more comprehensive, adaptive, and sustainable digital learning framework for Arabic education.

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