THE UTILIZATION OF CANVA APPLICATION IN SUPPORTING EARLY CHILDHOOD ARABIC LANGUAGE LEARNING: TEACHERS' PERCEPTIONS

PEMANFAATAN APLIKASI CANVA DALAM MEDUKUNG PEMBELAJARAN BAHASA ARAB ANAK USIA DINI: PERSEPSI GURU

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Abstract: The aim of this research is to describe teachers' perceptions on the use of Canva application in supporting early childhood Arabic language learning. The method employed was a quantitative descriptive approach. Data were collected through online questionnaire. 20 teachers were selected as respondents using purposive sampling. Data analysis was conducted using quantitative descriptive analysis. The findings of this research indicate that the utilization of the Canva application can support early childhood Arabic language learning. Canva can serve as an effective alternative to improving the quality of Arabic language education for young children. The use of this application can support early childhood Arabic language learning and assist teachers in creating engaging and easily comprehensible learning materials. It's because of Arabic language learning for young children requires a creative and innovative approach to make it easier for children to understand and absorb the lesson materials. One solution to enhance the effectiveness of Arabic language learning is by using digital technology, such as the Canva application. In the future, there is potential for similar research on other areas of education.

Keywords: Arabic Language Learning, Digital Technology, Canva Application, Teacher Perception, Early Childhood.

Abstrak: Tujuan penelitian ini untuk mendeskripsikan persepsi guru tentang penggunaan aplikasi Canva dalam mendukung pembelajaran bahasa Arab pada anak usia dini. Metode yang digunakan adalah metode deskriptif kuantitatif, yang mana data tersebut diperoleh melalui penyebaran angket yang dilakukan secara online. Responden ditentukan berdasarkan purposive sampling dengan melibatkan 20 orang dengan responden 20 guru. Analisis data menggunakan deskriptif kuantitatif. Hasil penelitian ini menunjukkan bahwa pemanfaatan aplikasi Canva dapat mendukung pembelajaran bahasa Arab pada anak usia dini. Aplikasi
Canva dapat menjadi alternatif yang efektif dalam meningkatkan kualitas pembelajaran bahasa Arab bagi anak usia dini. Penggunaan aplikasi ini dapat mendukung pembelajaran bahasa Arab pada anak usia dini, membantu guru dalam membuat materi pembelajaran yang menarik dan mudah dipahami. Hal ini disebabkan karena pembelajaran bahasa Arab bagi anak usia dini memerlukan pendekatan kreatif dan inovatif agar anak lebih mudah memahami dan menyerap materi pelajaran. Salah satu solusi untuk meningkatkan efektivitas pembelajaran bahasa Arab adalah dengan menggunakan teknologi digital, seperti aplikasi Canva ini. Diharapkan pada masa selanjutnya terdapat penelitian serupa yang meneliti pada pembelajaran lainnya.


INTRODUCTION

Education is often associated with the teaching and learning process to establish effective communication between teachers and students (Allison, 2023; Febriyenti & Jamilus, 2024; Ismandela et al., 2023; Wahyuni et al., 2023). Furthermore, teachers play a significant role in the learning process (Isbell et al., 2018; Muliana & Warmansyah, 2022; Mulyanti & Bayan, 2022). Without guidance and direction from a teacher, students may have limited knowledge and character development (Devianti et al., 2020; Hidayati et al., 2022). One way for students to enhance their knowledge and potential is through continuous learning (Groccia, 2018). Early childhood education is crucial for shaping the character and abilities of individuals from an early age (Vygotsky, 2021). Good early childhood education can help develop the potential and abilities of children from a young age (Hoesterey, 2020; Nisak et al., 2022; Wulandani et al., 2022). One essential aspect of early childhood education is language learning, including the Arabic language (Akbar & Mufidah, 2022; Safutri et al., 2020). The general and religious educational goals can be achieved when teachers and students collaborate effectively in the learning process, starting at the earliest stage, which is Early Childhood Education (Nahar et al., 2022; Suri & Chandra, 2021).

Technology is a system created by humans to enhance abilities, assist activities, and provide various conveniences (Elas et al., 2019; J. McCarthy & Wright, 2018; Warmansyah, Komalasari, Febriani, et al., 2022). Nowadays, technology has become an inseparable part of our daily lives, especially among young people in Indonesia (Gonadi, 2017; Mualim & Saputra, 2021; Nur et al., 2020). All fields, including education, are influenced by technological advancements, and learning activities need to adapt to the challenges of the industrial revolution era (Nastiti & ‘Abdu, 2020; Wulandani et al., 2022). The current presence of technology is considered crucial in human life, supporting various work and educational activities (Zhang et al., 2022). Technology is greatly facilitated by the availability of the internet, which has a significant impact on other developments, especially in the field of education (Usmiyatun et al., 2023). The use of technology in education can stimulate and motivate students in order to achieve high quality learning.

Technology in education has had a significant impact on the learning process (Budiarti et al., 2016). It has enabled teachers and students to access various information sources more easily and rapidly (Fajri et al., 2022). Additionally, technology has expedited and simplified the teaching and learning process. The use of technology in education can also enrich teaching methods (Zhou & Yadav, 2017). Technology can enable teachers to monitor students' progress in more detail, helping
them overcome distance and online learning challenges (Ahmad & Yin, 2019). Technology has had a positive impact on education (Yadav et al., 2022). However, the use of technology presents certain challenges and risks that need to be managed wisely and in a balanced manner (A. McCarthy, 2021). One of these challenges is technology dependence, which can reduce students' ability to think critically and independently.

In this digital age, the use of technology in education is on the rise (Melinia & Nugroho, 2022). One tool that can be utilized to support learning is the Canva application (Abiodun et al., 2018). Canva is known for its advantages in creating engaging and interactive learning materials, particularly for early childhood Arabic language learning (Ulum & Mun'im, 2023). Canva is an user-friendly graphic design application that can be used by anyone, even without specific graphic design skills (Rahmawati et al., 2022). It offers various features to assist users in creating engaging and interactive learning materials, such as templates, collaboration features, multimedia options, and integration with online learning platforms (Pujasari & Ruslan, 2021). Canva also provides multimedia features that allow users to incorporate images, videos, and audio into learning materials (Rahayu et al., 2021). These features help learners better understand the study materials and make learning more interactive (Warmansyah, Komalasari, Yuningsih, et al., 2022).

Arabic language learning materials developed using the Canva application can enhance children's interest and motivation to learn, making it easier for them to comprehend and master Arabic (Manzano, 2020). However, this should be done with guidelines and supervision from parents to limit children's use of the application (Hadi et al., 2021). Using Canva for early childhood Arabic language learning can stimulate user’s imagination because the app offers rich features for creativity. Previous research has shown that the experimental group using the Canva app had a significant impact on improving Arabic vocabularies compared to the control group. Therefore, Canva is considered an effective alternative application to support early childhood Arabic language learning (Ilham et al., 2022). Other research suggests that many applications, including Canva, are effective in utilizing technology for learning (Fitria, 2022). The use of the Canva application can significantly benefit Arabic language learning, especially for young children (Bogart & Dunn, 2019). Another study also indicated that children show higher interest in learning to write Arabic letters (Latif et al., 2019). In conclusion, the use of the Canva application can effectively support early childhood Arabic language learning, enhancing speaking, vocabulary, and Arabic writing skills.

The use of technology in education is evolving with the changing times (Rosdiani & Warmansyah, 2021). One such technology that can support learning is the Canva application. Canva is a graphic design application that facilitates visual design creation with various attractive features (Manurung et al., 2022; Setyorini et al., 2022). While Canva was initially focused on graphic design and creativity, there have been relatively few studies on its use as a tool for teaching the Arabic language to young children (Aisyah et al., 2023). This study aims to explore the novelty of using the Canva application as a medium for early childhood Arabic language learning. It is expected to provide an effective alternative solution for improving Arabic language education for young children and contribute to the development of Arabic language teaching methods. This research can serve as an inspiration for educators and parents in creating engaging and effective learning resources for children.
(Niedderer & Townsend, 2022). Therefore, it is hoped that this research will make a significant contribution to the field of education.

The objective of this research is to explore and analyze the potential use of the Canva application as a medium for early childhood Arabic language learning (Ecoffet et al., 2021). This research is important because the Arabic language is significant in the context of Islam and plays a crucial role in the daily lives of Muslim people (Azahra & Widayanti, 2022; Ramadhan & Ubudiyah, 2022). However, Arabic language learning is often considered challenging, especially for young children (Aziz et al., 2022; Fauziddin & Fikriya, 2020; Uمام & Budiati, 2020). This application allows users to create visually appealing designs with a variety of features, such as images, fonts, and pre-designed templates (Jumami, 2021). By leveraging the Canva application, Arabic language learning can become more enjoyable and interactive for children. Furthermore, Canva enables teachers or parents to create learning materials easily and quickly, making lesson preparation more efficient (Nugroho & Prambodo, 2022). Therefore, the use of the Canva application in early childhood Arabic language learning can offer numerous benefits, including increased motivation, enhanced creativity, and improved teaching and learning processes.

The potential use of the Canva application to support early childhood Arabic language learning is intriguing, as it combines technology and education in a specific context. Arabic is a significant language in Islam, and it holds a crucial role in the daily lives of Muslims. However, learning Arabic, especially for young children, can be challenging. The Canva application is a promising tool to make this learning process more engaging and interactive. It allows users to create visually appealing content with various features, such as images, fonts, and pre-designed templates. Additionally, it simplifies the creation of teaching materials, making the preparation of lessons more efficient. Therefore, exploring the use of the Canva application for early childhood Arabic language learning is essential to improve the effectiveness and efficiency of Arabic language education (Mudinillah et al., 2022). This research aims to explore the potential of the Canva application in supporting early childhood Arabic language learning from the perspective of early childhood teachers.

METHODS

This research employed a quantitative approach designed as a survey. Quantitative data were required in the form of percentages and presented in the form of quantitative descriptive data on teachers' perceptions of using the Canva application in early childhood Arabic language education. Respondents were selected randomly using purposive sampling among early childhood education (PAUD) teachers residing in Pasaman Regency, specifically in the Duo Koto District, West Sumatera. There were 20 respondents who provided their responses through a Google Form distributed via a WhatsApp Group network of PAUD teachers.

The instrument was developed based on adaptations of various theories that align with the research problem, with two sub-indicators, namely the effectiveness of using the application and the ease of using the application, resulting in 20 research questionnaire items. Additional sources of data used in this study include books and teaching materials, as well as direct observations during the teaching process. Data analysis was conducted using quantitative descriptive analysis to present the percentage values of the research findings.
RESULTS AND DISCUSSION

Based on the results of the research conducted, it can be seen that teachers' perceptions about the Utilization of the Canva Application in Supporting Early Childhood Arabic Learning are as shown in the following table 1 as follows:

Table 1. The Results of the BSA X Textbook Feasibility Research Instrument Assessment

<table>
<thead>
<tr>
<th>NO</th>
<th>Question</th>
<th>JAWABAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>Canva app effective tools in supporting Early Childhood Arabic language</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Using the Canva App is very easy to access and understand</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>The Canva app is too monotonous</td>
<td>5,9%</td>
</tr>
<tr>
<td>4</td>
<td>The Canva application is very useful for teachers in designing learning</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>materials.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Early childhood educators must be creative in creating learning materials.</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>The use of Canva can help in selecting the right fonts to enhance visual</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>design.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Utilizing Canva can assist in tailoring visual designs to the age and</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>interests of children.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Canva can be used to create Arabic language learning materials containing</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>age-appropriate images and words.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Canva can help improve the quality of early childhood Arabic language</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>education.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Canva can be used to create diverse designs for Arabic language learning.</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>With Canva, visual designs can be aligned with the curriculum and learning</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>objectives.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>With Canva, teachers can create interactive and engaging activities or</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>games for early childhood Arabic language learning.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>With Canva, teachers can design activity sheets that contain text and</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>images to aid children in learning to read and write Arabic letters.</td>
<td></td>
</tr>
</tbody>
</table>
In Table 1, there are several statement indicators related to the use of the Canva application in supporting Arabic language learning for early childhood. The use of the Canva application in supporting Arabic language learning for early childhood can make it easier for teachers or parents to create interesting learning materials so that they can achieve learning goals. In this questionnaire, 20 questions were asked, most of which were related to the use and effectiveness of the Canva application in supporting early childhood Arabic language learning.

From the results of the questionnaire, it can be seen that the majority of respondents agree and strongly agree that the use of the Canva application can support Arabic language learning in early childhood. More than 60% of them gave a strongly affirmative answer to the statement. In addition, most respondents also agree that using the Canva application is very accessible and understandable, and useful in designing learning media. They also concur that early childhood educators need to be creative in creating learning media, and the use of Canva can help in choosing the right font and tailoring visual design to children’s age and interests.

Based on the data, it can be seen that the majority of respondents agree and strongly agree that the use of the Canva application can support Arabic language learning in early childhood. The Canva application is an effective tool in supporting Arabic language learning for early childhood, with 64.7% of respondents answering strongly agree, while 33.3% of respondents agree. This means that the majority of respondents agree that Canva is an effective tool in supporting Arabic language learning for early childhood. The use of the Canva application is very accessible and understandable, as 74.5% of respondents agree, while only 23.5% of respondents strongly agree. This indicates that the majority of respondents agree that Canva is easy to access and understand.

The use of Canva can help in adapting visual design to the age and interests of children, with 62.7% of respondents agreeing, while 35.3% of respondents strongly agree. This means that the majority of respondents agree that Canva can help in adjusting visual design to the age and interests of children. Canva makes it difficult for teachers to edit creative learning materials, with only 5.9% of respondents strongly disagreeing, while 45.1% of respondents disagree. 41.2% of respondents agree that Canva makes it difficult for teachers to edit creative learning materials. However, the number of respondents who agree or strongly agree is smaller than the number of respondents who disagree or strongly disagree. The Canva application makes Arabic language learning more enjoyable, with 66.7% of respondents strongly agreeing, and no respondents strongly disagreeing. This means that the
majority of respondents agree that the Canva application makes Arabic language learning more enjoyable.

From the results of this survey, it can be concluded that the use of the Canva application is considered effective and helpful in early childhood Arabic language learning. However, it is also important to note some weaknesses in the Canva application that can make users face challenges in editing creative learning materials. Therefore, educators need to learn and practice to optimize the use of Canva in creating engaging and effective learning media.

Figure 2. The Utilization of the Canva Application

The graph illustrates the percentage of respondents' answers to 20 questions related to the use of the Canva application in supporting Arabic language learning for Early Childhood. The green line represents the percentage of "Strongly Agree" responses, the purple line represents the percentage of "Agree" responses, the brown line represents the percentage of "Disagree" responses, and the blue line represents the percentage of "Strongly Disagree" responses. From the graph, it can be observed that the majority of respondents agree that the Canva application is an effective tool in supporting Arabic language learning for Early Childhood (94.1%). Additionally, the majority of respondents also agree that the Canva application is very accessible and understandable (97.1%) and that Canva is highly beneficial for teachers/instructors in designing learning media (60.8%).

However, there are also some responses indicating disagreement among respondents regarding the use of the Canva application in Early Childhood Arabic language learning, as seen in questions number 3 ("Canva application is too monotonous"), question number 14 ("Canva makes it difficult for teachers to edit creative learning media"), and question number 19 ("The use of Canva application features is hard to understand"). Overall, the majority of respondents agree that the use of the Canva application can enhance the quality of Early Childhood Arabic language learning. Nonetheless, some respondents feel that the use of the Canva application comes with its own weaknesses and challenges that need to be addressed.

The results of this study indicate that early childhood Arabic language education is a crucial component of introducing Arabic from an early age. This aligns with the findings of Munawwarah & Hibana (2022) who emphasized that building a strong foundation of Arabic vocabulary at an early age
can facilitate children's understanding and mastery of Arabic in the future. However, not all teachers possess the capacity to develop engaging learning materials that align with the unique characteristics of early childhood.

The results of the research are similar to research by Elsa & Anwar, (2021), which states that teachers’ perceptions of using the Canva technology application as an English language teacher medium to support the creation of virtual teaching media in English learning in Loei Thailand. The results of this teacher perception survey provide reinforcement to previous studies that have indicated that the Canva application can be used to support language learning, including Arabic (Mudinillah & Rizaldi, 2021; Salam & Adam Mudinillah, 2021; Ubaidillah et al., 2023; Wulandari & Mudinillah, 2022). Canva is an application that enables teachers to create visual designs easily and quickly, including developing engaging Arabic language learning materials suitable for the characteristics of young children (Aisyah et al., 2023). Therefore, the Canva application can be utilized by early childhood educators to support Arabic language learning in young children.

Other studies have also mentioned that Canva can be used by teachers to create engaging and interactive Arabic language learning materials, such as posters, flashcards, or illustrative images (Mudinillah et al., 2022). This is further supported by research indicating that by using the Canva application, teachers can produce attractive designs tailored to the needs of children (Fadillah et al., 2023). Additionally, teachers can utilize Canva to create interactive and engaging learning activities like games or interactive exercises (Fajri et al., 2022). Teachers can easily create Arabic language games using Canva, such as word guessing games or matching games (Widayanti et al., 2021). This can make Arabic language learning more enjoyable and effective for young children. By leveraging the Canva application, Arabic language learning for young children can become more engaging and effective.

**CONCLUSION**

In conclusion, this research highlights the positive impact of the Canva application in supporting early childhood Arabic language learning, as perceived by teachers. The study indicates that incorporating digital technology, like Canva, offers an innovative and creative approach to enhance the quality of Arabic language education for young children. Teachers find the application to be an effective tool for creating engaging and easily understandable learning materials. These findings suggest that digital technology, when thoughtfully integrated, can be a valuable resource for educators seeking to improve language education in early childhood. As a result, this research underscores the importance of embracing technological tools like Canva to enhance teaching and learning experiences, especially in the context of early childhood language education. Further research in this area could explore the broader applications of technology in education, potentially paving the way for continued improvements in teaching methods and materials.

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