



Utilization of Canva Application for Maharah Learning

Raisha Fasya Sahila¹, Cheen May², Deguchi Adelir³, Qyoki Delr⁴

¹ State Islamic University of Batusangkar, Indonesia

² University of Technology - Yatanarpon Cyber City, Myanmar

³ University of Technology Bahrain, Bahrain

⁴ University of Balamand, Lebanon

Corresponding Author: Raisha Fasya Sahila, E-mail; raishafs@gmail.com

Article Information:

Received April 10, 2022

Revised April 19, 2022

Accepted December 20, 2022

ABSTRACT

The selection of one of the learning media is a point that greatly affects the effectiveness of learning in an educational institution. Selection of one of the learning support tools in an educational institution. This statement, it turns out, has not achieved the education that the school community dreams of. however, a teacher and several agencies must think of appropriate efforts so that this kind of problem can be solved. For a student, it aims to be used in the learning process in a class later. So that from there it is also easier for students to store again and absorb again the material that will be posted by the educator. The purpose of this research is to further develop internet - based audio - visual - based learning media. The observation prefers how to approach the object of research and identify learning materials, then analyze and then identify the location of the study, the suitability between the content, the presence of mendisen, and the comparison of mendisen. internet-based through sound in the form of Canva media to critique sound recordings with tracks in order to attract the attention of students so as to create the desired education. Thus, the learning media that we develop can be used in the learning process or from daring to attract.

Keywords: Canva App, Maharah Learning, Class X

Journal Homepage <https://journal.ypidathu.or.id/index.php/lingeduca>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Ilham, M., Desmita, D., Monef, A., & Hizrati, H. (2022). Anxiety Description of Social Workers in Assisting Children in Conflict with the Law. *World Psychology*, 1(1). <https://doi.org/10.55849/lingeduca.v1i1.1>

Published by: Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

In the era of globalization, technological developments are making very rapid progress in the world of education. Education (education) is a structure that is often viewed by the community with an understanding that is not in accordance with the intention of education so as to cause adjustments and the use of learning support tools (Filla & Mudinillah, 2022; Mudinillah, 2019a; Mudinillah & Shidqi, 2022; Shidqi &

Mudinillah, 2021). Teaching has a narrower meaning than the notion of education and learning. As a result of the reduction of knowledge as stated, it can be interpreted as what reality and what teaching activities are like and what teaching activities are like, and in what ways teaching activities are like (L. J. Zhang, 2020). The quality of an educational institution depends on how the ability of students and educators to manage and further develop all existing component components that are useful for realizing smart and superior students for the future (Y. Zhang, 2020).

The understanding of learning is a process carried out by educators to their students to gain knowledge, skills, understanding, which is obtained in stages ranging from infants to old age which is carried out throughout the life of human life which is obtained both formally and non-formally (A. Hernández-Lara, 2018). Learning is the process of transferring knowledge between education and students which is carried out either formally or non-formally to obtain knowledge using practice or practice (Ariska & Mudinillah, 2022; Asmendri et al., 2022; Mudinillah, 2021; Wulandari & Mudinillah, 2022). And this learning can also be done in a traditional process such as petatah petitih or modernly like the current technology (Theobald, 2020). In addition, learning is a transfer of knowledge between educators and students in order to educate the future from not being discovered to make a person know, from attitudes that were originally not right to correct and less proficient in skills (Dileep, 2020).

Along with the advancement of intellectual development of educational science and knowledge of technology (IPTEK) is increasingly advanced to help the realization of modern technology. The technological facilities created can be supported in the world of learning so that it makes it easier for students to understand what their educators explain (Krening, 2018). The development of science and technology as well as the development of knowledge (science) and technology (Science and Technology) (W. Wang, 2019) now requires students to better understand and improve their ability to compete because they are able to make a current condition from what was previously unable to be realized can finally be realized. In addition, technology is also closely related to the world of education (Amrina et al., 2022; Mudinillah, 2019b; Mudinillah & Afifah, 2022; Mudinillah & Isnain, 2021).

With technology, all educational activities can be done easily. Since the development of science and technology, the development of science, many generations of the nation have emerged who are superior, of high quality and high quality (Mudinillah, 2022b; Mudinillah, Asrori, et al., 2022; Mudinillah & Rizaldi, 2021; Yelfi et al., 2022). Thus, science and technology can help the education process, whether remote or not. During the pandemic conditions (Williamson, 2020) connecting teachers and their students online (Gunawan, 2018). One of the learning media that helps students is the use of canva (Amrina et al., 2021; W. E. Putri & Mudinillah, 2021; Trisoni et al., 2022)

Canva is a regular designing media that provides a variety of uses in the form of designing various needs so that it is very helpful for the community or students to support their activities (Theobald, 2020). In order to advance the thinking of how this technological development can develop rapidly. In addition to these problems, research on the use of the Canva application has been carried out in previous studies, including the following (Veluswamy, 2018).

This research can be concluded that this media is very useful for the teaching and learning process. This application also better educates educators and students to facilitate them in the teaching and learning process that uses more networks (Afriyenti

& Mudinillah, 2021; Mudinillah & Putri, 2021; Mudinillah & Shidqi, 2022; Salam & Mudinillah, 2021). based on intelligence, and so on that we can apply from the canva application itself because it is very petrified and very interesting the interest of students with this media has an effect in the educational process by presenting material and teaching materials that are even more interesting, so that thus it can also increase the interest of students to learn (Mi'yar, 2022; Mudinillah, Rezi, et al., 2022; Mudinillah & Sidqi, 2022; Shidqi & Mudinillah, 2021). This study further concluded that voice recording learning applications that use canva media can be tried (Papaioannou, 2019). The results are trying to get some of the learning value of students to increase (Mudinillah, 2019c, 2022a; R. J. Putri & Mudinillah, 2021; Wastriami & Mudinillah, 2022). This also shows that students understand the lessons taught the lessons use the method of recording sound and moving images that make it easier for students to absorb it which is a medium with some of the best criteria (Kraft, 2020). In addition, this study also concluded that students get some images and some practices directly able to create some content with some convenience so that from the content content that has been used for some infrastructure to promote has a more attractive bargaining power (Zhao, 2018). So it can be concluded that the interest in the application causes easy for teachers and students to learn and improve the quality of education in school (Kim, 2020).

RESEARCH METHODOLOGY

This study uses qualitative research methods. This qualitative method seeks to comprehend and interpret the significance of a human behavior occurrence in certain circumstances. The object of this study is student of Ponpes Ashhabul Yamin Class X.

RESULT AND DISCUSSION

In this day and age, technology plays an important role in life, especially for educational media. The existence and role of technology has brought changes in the world of education. However, this technology is also not balanced with the existing human resources today to utilize information technology in the educational process (Aldowah, 2019). From this canva application as a style to help the learning process, making teachers and participants educated apply learning with mastery of new skills, creating something in the application of learning media. When viewed also, the current curriculum requires students to think creatively, skillfully, independently, and race against technology, by not relying on media in the form of books or teachers as the only learning media used in education. Likewise, now those who are entering the era of modernization that rely on technology as a medium for any activity, including in learning (Karambakhsh, 2019). Based on this explanation, we see that applications are not related only to objects but can also be activities that really help students easily absorb the learning delivered by their educators (Tenenbaum, 2020).

In Arabic language learning today teachers are required to foster students' interest in absorbing and understanding learning from their teacher's explanations. Moreover, in the Arabic language lesson, the canva application media is very much about its benefits. In addition to being in the form of visual media, this Canva application can also be used for designing such as making presentation videos and can also add sound to mufradat learning. Thus this application can foster students' enthusiasm to easily absorb the lessons explained by their teachers (Y. Zhang, 2020).

Prespective media for the educational period is a possibly strategic way of determining the outcome of the learning process. The cause of this existence can explain and also pity the personal dynamic for its students (Makransky, 2018). This learning application sentence comes from the Latin "medius" which means "middle",. In the Arabic dictionary, the medium of intermediary messages from several senders to the recipient of the order (Nassiri, 2018). Media invention is a form that can be used to provide knowledge and some information. While the Education Association (NEA) is an object that can deceive our vision, hear us, talked about along with those that are used very helpfully in various learning activities, can also define the activeness of the way of teaching and learning (Reinhardt, 2019). In the process of technological and communication development and the more informed, the closer it is, the learning media functions as:

1. Communicative function.

This learning medium uses more to help educators show lessons and receive lessons.

2. Notification function

From the canva application, it can also help students and teachers are very motivated and very enthusiastic in the learning process. From this, the development of media in the teaching and learning process is not only contained in several elements but can also be used for students to make it easier to learn the subject matter so that it can also increase the enthusiasm for learning of the students (Reddi, 2018).

3. The function of meaning

Using the canva application is very helpful in improving to add some news resembling facts for the process of developing a small co-ordinative function but it can also improve some of the students' ability to search and can also be created for high-speed application. Even more can also increase the aspects and abilities of learners (Watson, 2018).

4. The function of equalizing opinions

With this helper tool in the form of the Canva application, hopefully the students will be able to equalize their thoughts. So that every student has the same view there is information that can be provided (Gonzalez, 2020).

5. Individual functions

The benefits of the Canva application are more useful for educators by being served by several needs of all students to have a more individual interest in learning (Salloum, 2021).

Levie & Lentz in (Margić, 2018) explains some of the functions of this learning medium, specifically in visual media, namely:

1. Attention function.

The use of this canva application is an important part that can be interested and directed to the attention of students and teachers to be able to provide some learning materials more related to various audio-visual understandings that can display the text of the teaching and learning process delivered by the teacher (T. Wang, 2020).

2. Affective functions.

Journal of Accounting Education Indonesia, Vol. XVI, No. 1, Year 2018 Rizqi Ilyasa Aghni Can see from the level of student enjoyment when learning (or reading) the text that dap (Duan, 2018).

3. Cognitive function.

Research findings can be used that this image can be used to smooth the news or inform more about the image contained some of these images (Zamani, 2020).

4. Compensatory function.

This media is more useful for knowing students and teachers who are very weak in absorbing the lessons that the teacher explains as a whole. So that students can absorb the information provided.

According to Hernández-Sellés (2019) on the relationship of students to the teaching and learning process, in conveying messages teachers should consider and think about what media they want to learn. Its function is as a relationship between students and their teachers, while for educators its function is to make it easier for teachers to explain how the lesson can be delivered and understood by these students (Song, 2019).

Based on the benefits that have been presented, the learning media also has several important roles (Sahronih, 2019) including:

1. Explaining the delivery of messages to make it easier to improve the learning process and improve the teaching and learning process in education.
2. Directing the attention of students can make students motivated to learn students as well as direct interaction between teachers, students and their environment, and improve students to follow learning very capable of their interests and so on (Weiser, 2018).

Benefits for teachers and learners:

The use of the Power Point template in Canva is not referred to for the study only, but it can also be for students if they want to deliver material that is required to use Power Point. Furthermore, in addition to Power Point teachers can also create certificates for students to give when there is an event or competition, in Canva, certificate designs are also provided with a variety of options. Next is the template for the video. Usually a teacher provides videos for examples, or explanations to students (A. Hernández-Lara, 2018). With Canva, teachers can also use templates with attractive colors and other additional fonts to embellish the video background when displayed. Likewise with posters, resumes, sheets, and others that can be used and used for teachers and students. Again, not only teachers can use it, students can also do so, teachers can provide teaching using this Canva application to their students, if the teacher recommends making a video, presentation, poster, and so on that contains explanations, tutorial or others, students are expected to be able to operate and make an attractive design (A. B. Hernández-Lara, 2019). The advantage obtained is that, in addition to gaining knowledge in learning, students also learn to be skilled, creative, and innovative in developing a lesson or material that is mastered (Alghasab, 2019).

The method that has been used in this study is a development research method with a qualitative descriptive approach. This approach interprets and deciphers the data obtained according to the circumstances that occur in the field and cannot be achieved using upper statistical procedures by means of quantification (Levitt, 2018). This approach uses an inquiry strategy, and a targeted method of data collection, analysis and interpretation to develop or utilize an application (T. Zhang, 2018). The application used in this study is the Canva application as a use in learning media Indonesian. The technique used in this study is in the form of data collection with literature studies and describing the features of the Canva application, as well as how this application can be

used in learning media Indonesian especially in one example of subject matter at the Senior High School (SMA) level (Rolfe, 2018).

It can be seen from several canva application accesses, this media provides a variety of model models designing or its use as a learning tool, which can help students and educators to convey their knowledge, because this application is very easy to access for students.

The advantages and disadvantages of the Canva application for students and teachers are:

Advantages of the Canva application:

1. Make it easier for someone to create a desired or necessary design, such as; posters, advantages, and others that have been available in the learning media itself.
2. Canva application is very available various templates - templates are very available and very attractive anyway, so it is very easy to make the design provided,
3. The Canva application is easily affordable for humans because it can be downloaded via Android. If you use a laptop, you can use Chrome or Canva web and enter the Canva application.

Disadvantages of the canva application:

1. This Canva application can only be accessed when connected to the internet network, but if not then it cannot be accessed,
2. This canva application is mostly paid which causes its users to be more constrained in accessing it.
3. This canva application cannot be detected about Arabic learning because it is not yet available in the application.

In this study, he also discussed the use of the Canva application for learning media using the internet, he prepared a very effective learning place for students (Zolotukhin, 2019) for every educator and student in a learning process by providing wrong learning media in the form of learning media that is available very many models designed to attract students' interest in the teaching and learning process. There are many benefits of this learning media that can foster the creativity of students in studying so that they are not saturated with models that are just like that for students, one of which is a colorful slite model that can be chosen according to our own wishes (Sarker, 2019).

When we want to make a design from this Canva application, at least we can know how to use the canva application in the teaching and learning process or other needs (Dong, 2021). Here the Canva application is presented using a laptop, and the steps are as follows:

1. Log in via the web or google chrome.

If we want to enter into this canva application, just via the web or chrome, then type www.Canva.com in the search field, it will appear automatically.

2. Create a canva account.

This Canva application can also go through an account or login using the account that we have registered. In addition, this application can also be logged

in with a google account, facebook, or email address that has been created previously.

3. Create a design through canva.

After we create a Canva account, educators or students can use the Canva application according to their needs. This canva application has various kinds of tamplate in strengthening a design in the form of posters, invitations, ppt, presentations, Instagram stories, certificates, collages, lesson lists, menu lists, and so on.

As for the simple example in making designs in the canva ini application, it is as a series:

If we want to create a new design or design ourselves, then educators or students can click create design in the upper right corner to start editing the presentation or something else. Once open, there are many options that we can use in the form of templates, images, stickers, logos, and so on. There can be learned by trying it or learning it directly independently (Balducci, 2018).

4. Prepare the design results of the canva application.

After finishing the design, the last step that we must know is to save the design that we made. The trick is to click the downward arrow in the upper right corner.

After that we click, then the design we made is automatically saved in the file.

Based on the steps above, we can note that using the Canva application is very easy and helps in the learning process for class X at PONPES ASHHABUL YAMIN. Which PONPES ASSABUL YAMIN is an educational institution under the leadership of the MINISTRY OF RELIGION, which was founded by Mr. Zamzami Yunus in August 1992. He is a muslin figure who is an alumnus of MTI Canduang. This school was founded in the Lasi Tuo area with the waqafan of land from a community named Mr. Malin Daro. The construction of this pesantar hut received a positive response and was supported by all elements of the community in the region.

At first, this Islamic boarding school only accepted 19 students, 4 teaching staff, namely ustadz Zamzami Yunus, ustadz Marzuki Malin Kayo, ustadz Ahmad Dardir Pakiah Bandaro and Ernawati (almh). The learning system adopted by this pesantren at that time was a salafiyah learning system. The curriculum used is in the form of Nahwu, Sharaf, and Fiqih science (Christin, 2019).

At first, this Islamic boarding school only had 3 rooms to hold the teaching and learning process. The students only dressed soberly without having to wear uniforms. Meanwhile, the tuition payment is only a few thousand which is used to buy printed chalk. As well as educators in salaries with infak from local residents (Zawacki-Richter, 2019).

From all the downturns, asshabul YAMIN Islamic Boarding School grew and developed. With a firm intention, the ustadz together with its leaders improved Asshabul Yamin in the shape of a mouthpiece in the dark life of the citizens of that time. From there, this boarding school developed rapidly. So thus, the application used is so supportive for later learning activities.

CONCLUSION

Based on the results of the research above, it can be implied that the current technological developments in the world of education make educators must understand science and technology. Success in learning Arabic greatly affects the completeness of existing facilities and infrastructure or martial arts applications that can be used by educators when teaching. The use of media is very necessary in supporting an education. The media presented today prioritizes information and communication technology to be developed in the educational process, one of which is in the process of learning Arabic. Learning media is very helpful in the form of science, as well as honing the creativity and skills of students in learning in schools. Especially in learning Arabic based on the Canva application at the ashhabul yamin Islamic boarding school in class X is very good to use in the teaching and learning process. Media is a very important component of learning. In addition, there are also benefits and functions of learning media that are felt directly by educators or for their students. The success of media in improving the quality of student learning is determined by how the ability of an educator to present, or explain a learning material and in choosing the learning media to be used. This Canva application is one of the applications that is very easy to use in making learning media. As well as very helpful in the teaching and learning process. Therefore, this canva application can be utilized in the realm of education. Because this Canva application is an online application that has a variety of templates and other supporting and interesting features that can help educators and students in the learning process. As well as helping learners in facilitating skills-based learning, technology and creativity and other benefits. Using this Canva application in Arabic language learning is designed as attractively as possible by displaying animated images, displaying videos, and voices in the theme of istima' which are related to the process of learning Arabic, so that the learning carried out does not create boredom for students. Therefore a pleasant learning process will be useful for educators and learners. Likewise, it is very meaningful so that it has an important effect on the learning motivation and learning achievement of students. To find out the benefits and effectiveness of other Canva applications in the use of the Canva application as an Arabic language learning medium, wider research is needed in order to support the achievement and success in the use of Arabic language learning media in the school.

REFERENCES

- Afriyenti, D. P., & Mudinillah, A. (2021). PEMANFAATAN APLIKASI KINEMASTER SEBAGAI MEDIA PEMBELAJARAN IPS KELAS 1V SDN TANJUNG BARULAK PADA MASA COVID 19. *AL IBTIDAIYAH: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(2).
- Aldowah, H. (2019). Educational data mining and learning analytics for 21st century higher education: A review and synthesis. In *Telematics and Informatics* (Vol. 37, pp. 13–49). <https://doi.org/10.1016/j.tele.2019.01.007>
- Alghasab, M. (2019). Teacher-student interaction on wikis: Fostering collaborative learning and writing. *Learning, Culture and Social Interaction*, 21, 10–20. <https://doi.org/10.1016/j.lcsi.2018.12.002>
- Amrina, A., Aprison, W., Sesmiarni, Z., Iswantir, M., & Mudinillah, A. (2022). Sekolah Ramah Anak, Tantangan dan Peluangnya dalam Pembentukan Karakter Siswa di Era Globalisasi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6803–6812.
- Amrina, A., Gazali, G., Mudinillah, A., Agustina, A., & Luksfinanto, Y. (2021). Utility

- of the Smart App Creator Application as an Arabic Learning Media. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(3), 319–334.
- Ariska, K. Y., & Mudinillah, A. (2022). Pengembangan Media Pembelajaran Ipa Perubahan Wujud Benda Kelas II SDN 18 Payakumbuh Berbasis Aplikasi Animiz Animation Maker: id. *Al-Ibda: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 1–10.
- Asmendri, B. J., Nur, K., Mudinillah, A., & Sari, M. (2022). The Validity and Practicality Analysis of Guidebook for the Intra Madrasah Student Organization (IMSO) Activities. *BIC 2021: Proceedings of the 6th Batusangkar International Conference, BIC 2021, 11-12 October, 2021, Batusangkar-West Sumatra, Indonesia*, 68.
- Balducci, F. (2018). Machine learning applications on agricultural datasets for smart farm enhancement. *Machines*, 6(3). <https://doi.org/10.3390/machines6030038>
- Christin, S. (2019). Applications for deep learning in ecology. In *Methods in Ecology and Evolution* (Vol. 10, Issue 10, pp. 1632–1644). <https://doi.org/10.1111/2041-210X.13256>
- Dileep, G. (2020). A survey on smart grid technologies and applications. *Renewable Energy*, 146, 2589–2625. <https://doi.org/10.1016/j.renene.2019.08.092>
- Dong, S. (2021). A survey on deep learning and its applications. In *Computer Science Review* (Vol. 40). <https://doi.org/10.1016/j.cosrev.2021.100379>
- Duan, Y. (2018). GraphBit: Bitwise Interaction Mining via Deep Reinforcement Learning. In *Proceedings of the IEEE Computer Society Conference on Computer Vision and Pattern Recognition* (pp. 8270–8279). <https://doi.org/10.1109/CVPR.2018.00863>
- Filla, W. A., & Mudinillah, A. (2022). PEMANFAATAN VIDEO PEMBELAJARAN MENGGUNAKAN CANVA PADA PEMBELAJARAN IPS KELAS IV SEKOLAH DASAR. *Jurnal Ilmiah Bina Edukasi*, 15(1), 14–31.
- Gonzalez, T. (2020). Influence of COVID-19 confinement on students' performance in higher education. *PLoS ONE*, 15(10). <https://doi.org/10.1371/journal.pone.0239490>
- Gunawan. (2018). Improving students' creativity using cooperative learning with virtual media on static fluida concept. In *Journal of Physics: Conference Series* (Vol. 1006, Issue 1). <https://doi.org/10.1088/1742-6596/1006/1/012016>
- Hernández-Lara, A. (2018). Student interactions in online discussion forums: their perception on learning with business simulation games. *Behaviour and Information Technology*, 37(4), 419–429. <https://doi.org/10.1080/0144929X.2018.1441326>
- Hernández-Lara, A. B. (2019). Applying learning analytics to students' interaction in business simulation games. The usefulness of learning analytics to know what students really learn. *Computers in Human Behavior*, 92, 600–612. <https://doi.org/10.1016/j.chb.2018.03.001>
- Hernández-Sellés, N. (2019). Computer-supported collaborative learning: An analysis of the relationship between interaction, emotional support and online collaborative tools. *Computers and Education*, 138, 1–12. <https://doi.org/10.1016/j.compedu.2019.04.012>
- Karambakhsh, A. (2019). Deep gesture interaction for augmented anatomy learning. *International Journal of Information Management*, 45, 328–336. <https://doi.org/10.1016/j.ijinfomgt.2018.03.004>
- Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of

- Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi.org/10.1007/s13158-020-00272-6>
- Kraft, M. A. (2020). Interpreting Effect Sizes of Education Interventions. *Educational Researcher*, 49(4), 241–253. <https://doi.org/10.3102/0013189X20912798>
- Krening, S. (2018). Interaction Algorithm Effect on Human Experience with Reinforcement Learning. *ACM Transactions on Human-Robot Interaction*, 7(2). <https://doi.org/10.1145/3277904>
- Levitt, H. M. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA publications and communications board task force report. *American Psychologist*, 73(1), 26–46. <https://doi.org/10.1037/amp0000151>
- Makransky, G. (2018). A structural equation modeling investigation of the emotional value of immersive virtual reality in education. *Educational Technology Research and Development*, 66(5), 1141–1164. <https://doi.org/10.1007/s11423-018-9581-2>
- Margić, B. D. (2018). Language development for English-medium instruction: Teachers' perceptions, reflections and learning. *Journal of English for Academic Purposes*, 35, 31–41. <https://doi.org/10.1016/j.jeap.2018.06.005>
- Mi'yar, A. (2022). Pemanfaatan Aplikasi Audacity pada Pembelajaran Istimā' untuk Madrasah Ibtidaiyyah Negeri Satu Sungai Tarab. *Jurnal Al Mi'yar Vol*, 5(1).
- Mudinillah, A. (2019a). Pemanfaatan Aplikasi Lectora Inspire Sebagai Media Pembelajaran Interaktif Pada Pelajaran Bahasa Arab. *Jurnal Penelitian Ipteks*, 4(2), 248–258.
- Mudinillah, A. (2019b). *Pengembangan Multimedia Interaktif Menggunakan Aplikasi Lectora Inspire pada Pembelajaran Bahasa Arab Kelas VII di Madrasah Tsanawiyah*. Universitas Negeri Padang.
- Mudinillah, A. (2019c). The development of interactive multimedia using Lectora Inspire application in Arabic Language learning. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 4(2), 285–300.
- Mudinillah, A. (2021). Software Untuk Media Pembelajaran (Dilengkapi Dengan Link Download Aplikasi). *Yogyakarta: CV. Bintang Surya Madani*.
- Mudinillah, A. (2022a). *Canva Application Development for Distance Learning on Arabic Language Learning in MTs Thawalib Tanjung Limau Tanah Datar*.
- Mudinillah, A. (2022b). Pengembangan Aplikasi Inshoot Untuk Anak Berkebutuhan Khusus Dalam Belajar Online di Daerah Padang Panjang Pada Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyyah*, 5(1), 1–10.
- Mudinillah, A., & Afifah, A. (2022). Pemanfaatan Aplikasi Audacity dalam Pembelajaran Istima Kelas VII MTsN 10 Sungayang. *Jurnal Shaut Al-Arabiyyah*, 10(1), 39–55.
- Mudinillah, A., Asrori, I., & Ibrahim, M. A. A. S. (2022). *Arabic Language Learning For Elementary Schools During Pandemic Covid-19*.
- Mudinillah, A., & Isnain, D. N. I. (2021). Pemanfaatan Aplikasi Canva untuk Meningkatkan Penguasaan Mufradat dalam Pembelajaran Bahasa Arab Siswa Kelas III Madrasah Ibtidaiyyah. *Jurnal Informatika Dan Teknologi Pendidikan*, 1(2), 55–65.
- Mudinillah, A., & Putri, A. (2021). Metode Pembelajaran Tahfiz Al-Quran di PKBM Markazul Qur'an Sumatera Barat. *Mitra PGMI: Jurnal Kependidikan MI*. <https://ejournal.stai-tbh.ac.id/index.php/mitra-pgmi/article/view/361>

- Mudinillah, A., Rezi, M., & Vricela, W. (2022). Pemanfaatan Aplikasi VN sebagai Media Pembelajaran IPS di Jenjang Sekolah Dasar. *Cakrawala-Jurnal Humaniora*, 22(1), 13–21.
- Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At-Tasyrih*, 7(2), 17–28.
- Mudinillah, A., & Shidqi, M. H. (2022). *Utilizing 3D Technology to Support Language Learning*.
- Mudinillah, A., & Sidqi, M. H. (2022). *peer review Utilizing 3D Technology to Support Language Learning*.
- Nassiri, N. (2018). Arabic readability assessment for foreign language learners. In *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)* (Vol. 10859, pp. 480–488). https://doi.org/10.1007/978-3-319-91947-8_49
- Papaioannou, G. P. (2019). Analysis and Modeling for Short-to Medium-Term Load Forecasting Using a Hybrid Manifold Learning Principal Component Model and Comparison with Classical Statistical Models (SARIMAX, Exponential Smoothing) and Artificial Intelligence Models (ANN, SVM): The. *Energies*, 9(8). <https://doi.org/10.3390/en9080635>
- Putri, R. J., & Mudinillah, A. (2021). Penggunaan Aplikasi Canva Untuk Pembelajaran Ilmu Pengetahuan Sosial Kelas VI di SDN 02 Tarantang. *MADROSATUNA: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2), 65–85.
- Putri, W. E., & Mudinillah, A. (2021). Penggunaan Aplikasi Kinemaster Sebagai Media Pembelajaran IPS Kelas III SD Muhammadiyah Rambah Pada Masa Pandemi Covid 19. *EduStream: Jurnal Pendidikan Dasar*, 5(2).
- Reddi, S. J. (2018). On the convergence of Adam and beyond. In *6th International Conference on Learning Representations, ICLR 2018 - Conference Track Proceedings*.
- Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. In *Language Teaching* (Vol. 52, Issue 1, pp. 1–39). <https://doi.org/10.1017/S0261444818000356>
- Rolfe, D. E. (2018). Using qualitative health research methods to improve patient and public involvement and engagement in research. In *Research Involvement and Engagement* (Vol. 4, Issue 1). <https://doi.org/10.1186/s40900-018-0129-8>
- Sahronih, S. (2019). The effect of interactive learning media on students' science learning outcomes. In *ACM International Conference Proceeding Series* (pp. 20–24). <https://doi.org/10.1145/3323771.3323797>
- Salam, M. Y., & Mudinillah, A. (2021). Canva Application Development for Distance Learning on Arabic Language Learning in MTs Thawalib Tanjung Limau Tanah Datar. *JTP-Jurnal Teknologi Pendidikan*, 23(2), 101–111.
- Salloum, S. A. (2021). What impacts the acceptance of e-learning through social media? An empirical study. In *Studies in Systems, Decision and Control* (Vol. 335, pp. 419–431). https://doi.org/10.1007/978-3-030-64987-6_24
- Sarker, A. (2019). Machine Learning and Natural Language Processing for Geolocation-Centric Monitoring and Characterization of Opioid-Related Social Media Chatter. *JAMA Network Open*, 2(11). <https://doi.org/10.1001/jamanetworkopen.2019.14672>
- Shidqi, M. H., & Mudinillah, A. (2021). The Effect of Nahwu Learning Understanding for The Insya' Ability of AFL Students in West Sumatra/Fahm An-Nahw wa

- ātsāruh ‘alā Qudrah Al-Insyā ladā Thullāb Qism Ta’līm Al-Lughah Al-‘Arabīyah bi Sumatra Al-Gharbīyah. *Al-Ta’rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9(2), 225–236.
- Song, W. (2019). Autoint: Automatic feature interaction learning via self-attentive neural networks. In *International Conference on Information and Knowledge Management, Proceedings* (pp. 1161–1170). <https://doi.org/10.1145/3357384.3357925>
- Tenenbaum, H. R. (2020). How effective is peer interaction in facilitating learning? A meta-analysis. *Journal of Educational Psychology*, 112(7), 1303–1319. <https://doi.org/10.1037/edu0000436>
- Theobald, E. J. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. *Proceedings of the National Academy of Sciences of the United States of America*, 117(12), 6476–6483. <https://doi.org/10.1073/pnas.1916903117>
- Trisoni, R., Jubba, H., & Mudinillah, A. (2022). Implementation Of Integrated Learning of Islamic Religious Education to Improve Student’s Social Attitude Competence. *TADRIS: Jurnal Pendidikan Islam*, 17(1), 85–99.
- Veluswamy, H. P. (2018). A review of solidified natural gas (SNG) technology for gas storage via clathrate hydrates. In *Applied Energy* (Vol. 216, pp. 262–285). <https://doi.org/10.1016/j.apenergy.2018.02.059>
- Wang, T. (2020). Learning human-object interaction detection using interaction points. In *Proceedings of the IEEE Computer Society Conference on Computer Vision and Pattern Recognition* (pp. 4115–4124). <https://doi.org/10.1109/CVPR42600.2020.00417>
- Wang, W. (2019). Learning and comfort in human-robot interaction: A review. In *Applied Sciences (Switzerland)* (Vol. 9, Issue 23). <https://doi.org/10.3390/app9235152>
- Wastriami, W., & Mudinillah, A. (2022). Manfaat Media Pembelajaran Berbasis Aplikasi Kinemaster Terhadap Hasil Belajar IPA Siswa SDN 25 Tambangan. *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*, 1(1), 30–43.
- Watson, J. R. (2018). Language-learning strategy use by learners of Arabic, Chinese, and Russian during study abroad. In *The Routledge Handbook of Study Abroad Research and Practice* (pp. 226–244). https://api.elsevier.com/content/abstract/scopus_id/85092301440
- Weiser, O. (2018). How do medium naturalness, teaching-learning interactions and Students’ personality traits affect participation in synchronous E-learning? *Internet and Higher Education*, 37, 40–51. <https://doi.org/10.1016/j.iheduc.2018.01.001>
- Williamson, B. (2020). Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. In *Learning, Media and Technology* (Vol. 45, Issue 2, pp. 107–114). <https://doi.org/10.1080/17439884.2020.1761641>
- Wulandari, T., & Mudinillah, A. (2022). Efektivitas Penggunaan Aplikasi CANVA sebagai Media Pembelajaran IPA MI/SD. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 2(1), 102–118.
- Yelfi, S., Amrina, A., Mudinillah, A., Rezi, M., & Gazali, G. (2022). Development of Arabic Learning Media with Lecture Maker Application. *Proceedings of the 6th Batusangkar International Conference, BIC 2021, 11-12 October, 2021*,

- Batusangkar-West Sumatra, Indonesia.
- Zamani, H. (2020). Analyzing and Learning from User Interactions for Search Clarification. In *SIGIR 2020 - Proceedings of the 43rd International ACM SIGIR Conference on Research and Development in Information Retrieval* (pp. 1181–1190). <https://doi.org/10.1145/3397271.3401160>
- Zawacki-Richter, O. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? In *International Journal of Educational Technology in Higher Education* (Vol. 16, Issue 1). <https://doi.org/10.1186/s41239-019-0171-0>
- Zhang, L. J. (2020). Dialogic discussion as a platform for constructing knowledge: student-teachers' interaction patterns and strategies in learning to teach English. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00101-2>
- Zhang, T. (2018). The method of quality marker research and quality evaluation of traditional Chinese medicine based on drug properties and effect characteristics. *Phytomedicine*, 44, 204–211. <https://doi.org/10.1016/j.phymed.2018.02.009>
- Zhang, Y. (2020). Student interaction and the role of the teacher in a state virtual high school: what predicts online learning satisfaction? *Technology, Pedagogy and Education*, 29(1), 57–71. <https://doi.org/10.1080/1475939X.2019.1694061>
- Zhao, Q. (2018). Adaptive immune education by gut microbiota antigens. In *Immunology* (Vol. 154, Issue 1, pp. 28–37). <https://doi.org/10.1111/imm.12896>
- Zolotukhin, A. B. (2019). Machine learning in reservoir permeability prediction and modelling of fluid flow in porous media. In *IOP Conference Series: Materials Science and Engineering* (Vol. 700, Issue 1). <https://doi.org/10.1088/1757-899X/700/1/012023>

Copyright Holder :

© Raisha Fasya Sahila.et.all. (2022).

First Publication Right :

© Lingeduca: Journal of Language and Education Studies

This article is under:

