



## Implementation of Arabic Language Learning Using Canva Application and Singing Method

Abdul Azis<sup>1</sup>, Muhammad Mugni Assapari<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Mataram, Indonesia

\*Corresponding Author: Abdul Azis

Email: [abdulaziz@uinmataram.ac.id](mailto:abdulaziz@uinmataram.ac.id)



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### Abstract

*This paper addresses how the Arabic language is learned using the Canva application and the singing technique in Al Badriyah Islamic Boarding School in East Lombok and Assaddiyah Islamic Boarding School in North Lombok. Qualitative method with multi site case study design was used in the study. The data were gathered by observing classes, conducting semi structured interviews and documentation. According to the findings, Canva assisted teachers in delivering the Arabic vocabulary and sentence structure in a more structured, visual, and accessible format, which allowed the students to pay more attention to lessons and comprehend the learning materials easier. The singing technique enhanced a more relaxed and participatory classroom environment by making students repeat vocabulary and basic grammatical patterns with more confidence and less anxiety. The visual media and the musical repetition also enhanced the level of student motivation, classroom participation, and progressive acquisition of vocabulary and mastering of sentence structure. Also, the implementation stimulated more creativity of teachers in creating learning materials and promoted more active engagement of santri in classroom activities. This notwithstanding, the study also found some difficulties, especially lack of access to digital devices, poor and unreliable internet connection, and preliminary hesitation of teachers to utilize digital media. All in all, the research finds out that learning Arabic language in pesantren can be made more engaging, student centered, and responsive to pedagogy through the integration of digital visual media and the application of creative teaching approaches.*

## Introduction

Arabic language education in pesantren occupies a central position in Islamic education, as it serves not only as a means of communication but also as a primary gateway to understanding Islamic teachings through the Qur'an, Hadith, and classical Islamic texts. Mastery of Arabic enables santri to engage deeply with religious sources and strengthens their intellectual and spiritual formation. In the context of globalization and increasing academic demands, Arabic proficiency has become even more urgent, as it prepares students to pursue higher levels of Islamic scholarship and participate in broader academic discourse (Luthfi, 2023; Wasil, 2024; Kamal, 2025; Hajar, 2024; Karim & Mohsin, 2024; Alsaied, 2024).

Despite its importance, Arabic language learning in pesantren continues to face persistent pedagogical challenges. Traditional teaching methods, which remain dominant in many Islamic boarding schools, are often perceived as monotonous and teacher-centered, leading to reduced student motivation and participation (Pratama, 2023; Suherman et al., 2023). This issue is particularly evident among younger learners who are more accustomed to interactive, technology-based learning environments. As Richey et al. (2011) note, instructional

approaches that fail to align with learners' characteristics risk diminishing engagement and learning effectiveness.

Another significant challenge lies in the diversity of santri' educational backgrounds and language competencies. Differences in prior exposure to Arabic influence students' readiness, confidence, and participation in learning activities (Maulana et al., 2024; Rochmah & Dariyadi, 2023; Mansor et al., 2024; Maryani et al., 2024). Furthermore, limited access to engaging learning media and inadequate infrastructure in many pesantren hinder the implementation of innovative instructional strategies (Hafiz & Lukluk, 2024; Ramadhan & Luthfi, 2020). These constraints contribute to the perception that Arabic is a difficult and intimidating subject rather than an accessible and meaningful language.

In response to these challenges, educational innovation through the integration of digital media has gained increasing attention. Technology-based learning tools have been shown to enhance motivation, participation, and learning outcomes in Arabic language education (Ardhani et al., 2024; Pikri, 2022; Abdel-Al Ibrahim et al., 2022; Wei, 2022; Eltahir et al., 2021). One such tool is the Canva application, which allows educators to design visually engaging learning materials such as infographics, posters, presentations, and short videos. Previous studies indicate that Canva-based digital materials can significantly improve students' interest and comprehension by presenting content in an attractive and interactive format (Azzahro, 2025; Ram, 2025; Rahayu & Ansori, 2025; Faika et al., 2025).

In addition to digital media, creative pedagogical approaches such as the singing method have proven effective in foreign language learning. Incorporating songs into language instruction facilitates vocabulary acquisition, pronunciation accuracy, and long-term memory retention through rhythm and melody (Fonseca Mora & Gant, 2016; Sadiqzade, 2025; Sadiqzade, 2024). Empirical studies demonstrate that singing-based activities foster a joyful learning atmosphere, increase student participation, and reduce anxiety associated with learning a foreign language, including Arabic (Fatimah et al., 2024; Musliu et al., 2017; Rasyid & Makruf, 2023).

The combination of digital media and artistic methods offers a promising solution to the pedagogical challenges faced by Arabic language education in pesantren. Integrating Canva-designed visual materials with the singing method can create a dynamic, student-centered learning environment that accommodates diverse learning styles. Visual stimuli support comprehension, while musical elements reinforce memory and pronunciation, making Arabic learning more engaging and meaningful (Pateşan et al., 2018; Ed-dali, 2024; Halim & Atoh, 2025; Mahmudah, 2025). However, despite this potential, empirical studies examining the combined application of Canva and singing methods in pesantren contexts remain limited (Elihami et al., 2024; Setiawan, 2024; Amalia & Heriyawati, 2025; Nabilunnuha et al., 2023).

Therefore, this study aims to examine the implementation of Arabic language learning using the Canva application and the singing method at Al-Badriyah Islamic Boarding School in East Lombok and Assaddiyah Islamic Boarding School in North Lombok. By addressing similar challenges faced by both institutions namely low student interest and limited learning media this study seeks to contribute practical insights into innovative Arabic language instruction. It is expected that this approach will not only enhance students' motivation and language proficiency but also support the broader improvement of Arabic language education in pesantren in response to contemporary educational demands.

## Methods

### Research Design

The research design used was a multi site case study design and qualitative approach. This design was the best given that the study aimed not to quantify the effectiveness of a treatment in a numeric comparison manner, but to get in depth the ways the learning of the Arabic language was applied using Canva application and singing method in two diverse pesantren settings. The qualitative orientation enabled the researchers to penetrate the natural environment of the learning process and how the instructional practices were conducted, how the teachers perceived the methodologies they used, and how santri reacted to the practice in real classroom scenarios.

The multi site case study design was specifically significant since the study was done in two Islamic boarding schools but with different local environments, i.e., the Al Badriyah Islamic Boarding School in East Lombok and Assaddiyah Islamic Boarding School in North Lombok. Nevertheless, even though both institutions had a common concern about the necessity of making the process of learning Arabic more active and significant to the santri, both pesantren were also the reflection of its own teaching culture, classroom relationships, and practice. Through the comparative analysis of both locations, the research could generate a more detailed and multifaceted vision of the way in which digital visual media and creative pedagogical practices were implemented in actual educational settings.

In this regard, the research was not simply interested in determining the use of Canva and singing method in the classroom. More to the point, it tried to comprehend the way these methods were implemented, the way they contributed to the mood of Arabic education, how they affected the engagement of students and their self-assurance, and how educators managed to overcome the pedagogical and practical issues that arose in the course of the implementation. These concerns necessitated an interpretive design that would be able to integrate process, meaning and context.

### Research Sites and Respondents

This research was conducted in the East Lombok and North Lombok, Al Badriyah Islamic Boarding School and Assaddiyah Islamic Boarding School respectively. These two research sites were chosen purposely since both institutions had adopted Arabic language learning activities that involved the use of Canva application and the singing method. Besides this, both pesantren were experiencing similar educational issues particularly in the areas of student motivation, scarcity of instructional media and the necessity to make Arabic learning more available and exciting to santri.

The sample of this research comprised of Arabic language teachers and santri who were directly involved in the process of the learning activities being studied. The teachers were chosen as they were the ones planning learning activities, preparing learning materials, and interacting with the classroom. Their views were necessary in explaining the pedagogical motive of the application of Canva and the singing technique, and the challenges and adaptations that came with the implementation of Canva and the singing approach in the classroom. The central participants included Santri as well due to the fact that they were directly involved in the learning process and could give a useful input on how the methods affected their interaction, comprehension, and belief in learning Arabic.

The participants were selected on purposive basis. The selection in the qualitative inquiry is significant, as it provides the researcher with the opportunity to have information that is obtained by individuals who are most pertinent to the study topic. The study did not focus on

the large numbers but focused on the depth of information and proximity to the phenomenon under study. This process of selection helped the researchers to collect information on the participants whose experiences were relevant to the real practice of the Arabic learning with the help of the visual digital media and creative oral activities in the pesantren setting.

### **Data Collection Techniques**

The information was gathered using classroom observations, semi structured interviews and documentation. Neither of these three methods was employed as an independent procedure, but rather as a linked method of developing a deeper knowledge of the learning process. The researchers were able to observe what the implementation would be like in the natural environment. Interviews opened the doors to meanings, intentions, and thoughts of the participants. Documentation made in support of evidence that reinforced and added clarity as to what had been seen and told.

The classroom observation was aimed at exploring the implementation of the Canva application and the singing technique in Arabic language learning tasks. The researchers made close observations of how the teachers structured the delivery of lessons, taught the Arabic vocabulary and sentence structures, visual materials used in classes, and engaged santri in interactive learning processes. It was also through observation that the atmosphere of the classroom, the level of student engagement, and how visual and musical elements influenced the instruction delivery would be determined. Given that the research topic was on implementation, direct observation was a major source of information regarding not only what was done in the classroom, but also how the learning process was realized in practice.

In an attempt to enrich the knowledge obtained through observation, semi structured interviews were carried out among Arabic language teachers. The reason why this type of interview was selected is that it had direction and flexibility. On the one hand, it enabled the researchers to investigate the problems that were core to the study, including the reasons behind Canva utilization, the adoption of songs in Arabic education, the perceived shifts in student motivation, and the problems that were faced during the implementation process. On the other hand, it also gave participants enough space to elaborate on their experiences in their own terms. Accordingly, the interviews produced data not only confirmatory, but interpretive and reflective data that disclosed the educational rationality that informed classroom practice.

Documentation was used to complement and strengthen the data obtained from observations and interviews. The documentation comprised learning resources created with the help of Canva, visual aids of learning applied in the classroom, records of the learning activities, and other resources which were applicable to the process of Arabic language learning in both pesantren. These records proved useful since they presented concrete evidence of the manner in which the instructional strategies were planned and implemented. Simultaneously, documentation assisted the researchers to track the correlation between the planned learning contents and the real implementation in the classroom.

### **Research Instruments**

The researcher was the main tool used in this work. This is in line with the nature of qualitative research where the researcher is directly involved in the observation of situations, interacting with the participants, drawing the meaning of situations, and conclusions of the data. The task of the researcher was thus not restricted to gathering data, but also entailed making critical decisions regarding relevance, context and new trends in the area.

The researchers also referred to several guiding instruments in order to facilitate the process of data collection in a more systematic way. The classroom implementation was observed with

the help of the guidelines which helped to write down the key points of classroom implementation such as the use of visual materials, the way students responded, the interaction patterns, and the way the songs were used in the Arabic learning activities. The interview guidelines were designed in a manner such that the discussion would be guided by the key issues of the research and yet, the participants would be allowed to speak freely and naturally. Moreover, specific written and visual materials retrieved in the field were arranged on documentation sheets. These auxiliary tools aided in ensuring consistency in data collection as well as keeping the flexibility needed in qualitative inquiry.

### **Data Analysis**

An interactive qualitative process of analysis was applied to analyze the data. The data collection process started at the analysis phase and was to be maintained at the same stage during research. This is to imply that the researchers did not wait until the fieldwork was done before they started interpreting. Rather, the analysis was built up slowly through reviewing, comparing, and linking observations, interviews, and documents with each other. This type of approach helped the researchers to be attentive to trends that were being generated by the field and to narrow their knowledge as the study went on.

The first stage of analysis involved data reduction. At this point, the researchers chose and structured the massive data collected on the field by attending to the data, which were directly pertinent to the study goals. The data associated with the use of Canva, application of the singing technique, student motivation, classroom interaction, language mastery, creativity, and difficulties in instruction were located and organized around thematic significance. This was necessary since qualitative data is usually voluminous and deep and meaningful analysis cannot be achieved by merely piling up but by a careful sorting.

The second step entailed display of data. Once the data were reduced and organized, the researchers displayed the findings in a systematic manner so that the connections, trends and patterns that were reoccurring could be more easily traced. The data of Al Badriyah and Assaddiyah were analyzed at this point within each site and between sites. This enabled the researchers to observe how the same instructional strategies had different or similar classroom responses based on the situations they were applied. The presentation of data was thus not only a technical process of preparation, but also a significant interpretive process that aided in further contemplation of the meaning of the results.

The last phase was conclusion drawing and verification. During this phase, the authors analysed the results with respect to the subject of the research and slowly derived a conclusion about the use and perceived effectiveness of the Canva application and the singing technique in the learning of the Arabic language. These conclusions were not arrived at very quickly, but were constantly subjected to verification against the available evidence, in the form of observations, interviews, and documents. By this continuous process of verification, the results were formed into a logical explanation that brought to the best of their knowledge the reality of the research contexts.

### **Results and Discussion**

#### **Application of the Canva Application in Arabic Language Learning.**

The results indicated that Canva usage in the learning of the Arabic language did not only act as a supplementary visual tool, but an instructional tool that redefined how the instructors structured and delivered instructional content in the classroom. In Al Badriyah Islamic Boarding School, posters, flashcards, and simple infographic materials were developed using Canva to present a more organized and visually reachable presentation of the Arabic

vocabulary and sentence patterns. This assisted teachers to deliver content in a more organized manner and it was easier to have santri follow the order of explanation throughout the lesson. The visual presentation of text, picture and color in classroom observation seemed to keep the students more attentive than traditional explanation alone when the teachers explained simple forms of sentences and unfamiliar words step at a time. One teacher explained,

*“When the material is presented through Canva, the students can understand it more quickly because they do not only hear the explanation, but also see the words, the pictures, and the examples together.”*

This suggests that Canva supported not only visual attractiveness, but also instructional clarity and lesson organization.

The same trend was observed in the Assaddiyah Islamic Boarding School but the classroom focus was slightly different in pedagogic orientation. In this site, Canva was more often utilized in composing materials related to the everyday vocabulary and simple forms of grammar that could be directly related to the immediate experience of the students. The content was familiar, and it seemed that Arabic was not so foreign and intimidating. Santri was more responsive to classroom prompts when the materials were visually supported and based on everyday life recognizable situations. It also appeared that the visual media minimized the hesitation in exercises since the students no longer had to work with abstract verbal explanation exclusively. As one teacher stated,

*“The students are more enthusiastic when the lesson is visual, especially when the examples are close to their daily activities. They feel that Arabic is easier to approach.”*

Seen from this perspective, Canva did not simply decorate the lesson. It turned out to be a medium by which the teachers would be able to make the learning of Arabic more tangible, accessible, and more in line with the learning requirements of santri. This is entirely in line with the original copy which already states that Canva assisted in making materials on the same more interactive and in creating a more student centered learning environment in both pesantren.

### **Application of Singing Method to Arabic Learning Activities**

Another significant aspect of pedagogical adaptation in the two pesantren was revealed in the implementation of the singing method. In the Al Badriyah Islamic Boarding School, the teacher would modify or translate the popular Indonesian tunes into Arabic words and phrases with simple words and phrases. The importance of this approach was that the use of music was not the only important feature, but the manner in which rhythm and repetition changed the mood of the Arabic learning experience. Other activities that would otherwise have been stiff and heavy were made more relaxed and participatory, and students were able to repeat vocabulary in a manner that felt natural, as opposed to being forced. It was observed that santri were less resistant to collective repetition when it was incorporated into song, and that they were less resistant to memorization when it occurred in a jubilant classroom environment. One teacher remarked,

*“If students are only asked to repeat vocabulary in the usual way, some of them lose interest very quickly. But when the same words are placed in a song, they repeat them with more enthusiasm and remember them longer.”*

This is indicative of the role of affective atmosphere in the learning of language especially in an environment where the motivation is strictly intertwined with the manner in which the content is delivered.

In Assaddiyah Islamic Boarding School, the singing technique was applied in learning vocabulary as well as teaching simple and basic sentence structures together with nahwu. This is an interesting observation since it demonstrates that the approach was not scaled down to entertainment or ice breaking exercise. Rather it was employed as a pedagogical tool to make complex notions that students find abstract and challenging easier to understand. Grammatical patterns became easier to practice together through melody and rhythm and oral participation was enhanced since students would practice orally together as opposed to individually and not being under pressure. One teacher explained,

*“Students usually become tense when grammar is introduced in a formal way, but when the same pattern is taught through song, they become more confident and are willing to say it aloud.”*

It means that the singing technique was effective at both cognitive and affective levels at the same time. It encouraged memorization, enhanced pronunciation and simultaneously reduced the emotional barrier that tends to dishearten students to engage orally in Arabic class. The initial findings also point out that singing enhanced enthusiasm, confidence and classroom dynamics, thus this polished one shows that it is in the general direction of the manuscript.

### **Influence on Santri Motivation and Learning Engagement**

In both research locations, the synergistic application of Canva and the singing technique resulted in observable student motivation and engagement in learning. Santri at Al Badriyah Islamic Boarding School who were previously exhibiting little response during Arabic lessons were more attentive and more open to attend to the learning activities involving visual materials and singing based repetitions. The classroom environment changed to a more interactive process where more students were ready to answer, repeat and remain engaged during the lesson as opposed to a more teacher-dominated routine. Notably, this transformation did not consist of observable excitement only. It also manifested itself in the way of a higher concentration, better willingness to follow the instructions, and less hesitation when students were offered to practice vocabulary or sentence forms. One teacher observed,

*“Before these methods were used, only a few students usually responded actively. After the materials became more visual and the lesson included songs, more students began to participate and looked more confident in class.”*

This implies that motivation in the study was not only spread in the form of affective enjoyment, but also through long-term classroom participation.

The same tendency appeared in a rather powerful manner at Assaddiyah Islamic Boarding School. When the learning process involved visual prompts and musical repetition, students were more excited and the enthusiasm was translated to more effective participation in practice and discussion. The lesson became less monotonous and students were seen to be more willing to remain engaged throughout the lesson to the end. Another observation that teachers made is that santri were better equipped to attempt to construct simple sentences and repeat Arabic expressions without being too afraid of the possibility of error. One teacher stated,

*“The class feels more alive because the students are not only listening. They see, they repeat, they respond, and they enjoy the learning process.”*

This quote is significant in that it represents the overall pedagogical change in this research. Interaction was not a mere short-term response to something entertaining. Instead, it was more about a desire to engage in the learning process with care, engagement, and less apprehension.

This follows the original manuscript, which documents that the integrated methods enhanced the interest, attention, and interaction of students in classrooms in both locations.

### **Improvement in Arabic Vocabulary and Sentence Structure Mastery**

The results also show that Canva implementation and singing approach contributed to the acquisition of mastery of vocabulary and sentence structure in Arabic by the students. Students could match words with pictures, contexts, and repeated visual patterns that simplified the content through Canva materials and retained it. Flashcards, posters and visually arranged vocabularies provided students with a repeated exposure to the most important expressions and allowed them to re-read the same content in exercises and oral practice. Through this, visual design did not just provide information. It strengthened memory and facilitated comprehension, and made forms of language more tangible. One teacher explained,

*“When students see vocabulary together with pictures and examples, they can remember it more easily. They do not just memorize a word, but begin to understand where it can be used.”*

It means that Canva helped in understanding and memorizing it, especially when it comes to the students, who tend to use the context to decode new words.

This process was reinforced by the singing method where vocabulary and grammatical forms were instilled in rhythmic and repetitive patterns. Students chanted Arabic phrases a few times and this recitation seemed to enable them to memorize the information more easily and longer. The pronunciation was also better due to the repetition via melody, which made the students pronounce Arabic words without the pressure that they would experience when there is direct correction. A teacher noted,

*“The students can remember sentence patterns more easily when they sing them several times. They also become braver in pronouncing Arabic because they are practicing together.”*

This is a significant finding since it demonstrates that the enhancement in the present study was not confined to the aspect of memorization as it is understood in a small context. It also entailed the development of familiarity with sound, structure and use. Due to this, the improvement here can only be interpreted as a perceived pedagogical change based on a classroom practice and teacher perception and not as a gain measured by a statistic. This finding is in line with the initial results section, which gives report of a better vocabulary recall, improved sentence construction and confidence in oral practice.

### **Development of creativity in teachers and Santri**

The other significant finding relates to the development of creativity in the actual learning process. In the case of teachers, Canva usage promoted a change in the traditional text based delivery to a more reflective design of instructional resources. The educators were not just imparting the information on vocabulary and grammar, but were re-evaluating how the information could be presented visually to ensure that it was more digestible and more attractive to santri. This compelled them to be more mindful of layout, sequence, examples, and the connection between image and language. One teacher stated,

*“Using Canva made me rethink how I present the lesson. I did not only prepare the material, but also considered how to make it easier and more interesting for the students.”*

This indicates that creativity in this regard was pedagogical in nature. It was developed as a result of the attempt to make teaching more learner-responsive.

The creativity of santri was not manifested in the complex products but in the heightened expressiveness and shared involvement in classroom activities. Students were more active in the process of singing, more responsive in the process of visually supported tasks and were more active in the group based interaction. In some of the activities noticed, students were not just being delivered information by the teacher, but were involved in the rhythm, flow and ambience of the lesson in more obvious ways. One teacher described this change by saying,

*“The students are more expressive now. They want to respond, repeat, and sometimes even help each other during the activity.”*

This is a valuable finding despite the non-centrality of the study to the issue of creativity since it shows that creative media and pedagogical practices have the capacity to transform not only what students are learning, but also how they are occupying the process of learning. This corroborates the original manuscript which recognizes a higher change in teacher innovation and more active student engagement as among the learning effects realized in the two pesantren.

### **Challenges in Implementation**

Although the above positive changes were made, the adoption of Canva and the singing approach has not been without challenges. Among the most evident issues was a low level of access to digital devices and unreliable internet connectivity, which influenced the level of consistency with which Canva could be utilized in classroom activities. Besides this infrastructure problem, not all teachers were confident in applying digital resources in Arabic teaching at the beginning. This indicates that, besides the pedagogical intention, innovation of pesantren classrooms is subject to practical conditions that enable or limit the process. One teacher admitted,

*“At the beginning, I was not fully confident in using digital media because I was still learning how to prepare the materials, and sometimes the facilities were limited.”*

The significance of such statement is that it provides the findings a more tangible empirical equilibrium and avoids a scenario whereby the findings are too idealized.

Meanwhile, the research also established that these challenges did not prevent implementation completely. The process of adaptation took place over time as teachers learned, benefited by peer support and classroom strategies to cope with limited resources. The collaboration with the group allowed addressing the limitations of the device, and the constant use of Canva slowly enabled the confidence of teachers in the creation of materials. One teacher explained,

*“We adjusted little by little. When not every student could access the media directly, we used group activities so the lesson could still run well.”*

This shows that the implementation process was not smooth in the first place as it was dynamic. These hindrances were genuine, but so were the negotiation attempts. The same trend is observed in the original manuscript, which mentions device constraints, internet issues, and initial resistance of teachers, but also underlines the gradual adjustment with the help of cooperative learning and training.

### **Learning outcomes are evaluated in terms of the following set of outcomes**

The results of these two pesantren indicate that Canva integration and the singing approach helped in creating a more interactive and facilitating atmosphere towards the learning of the

Arabic language. The most noticeable results were the motivation increase, the improvement of the motivation to participate, the creation of the more pleasant classroom atmosphere, and the perceived enhancement of the level of familiarity of students to vocabulary and sentence structure. Even though the implementation forms were not exactly the same in the two sites, the general trend was similar. Visual media contributed to the increased accessibility of Arabic content, whereas singing contributed to the fact that the repetition and oral practice became less daunting activities. One teacher summarized the overall experience by saying,

*“These methods made the students more active and more willing to learn Arabic. The class became livelier, and the material was easier for them to follow.”*

This summary is especially helpful as it pulls the main strands of the findings together into a single coherent pedagogical image.

To stay in line with the qualitative essence of the study, these results are to be presented in terms of those that can be observed in the classroom, teacher perception, and documentation, as opposed to statistically tested gains. The introductory manuscript makes the study a foundation of the observation, the interviews with Arabic teachers, and the records of learning activities. It also records high results in student motivation, participation, confidence, vocabulary comprehension, and learning environment in the two institutions. The sophisticated presentation herein does not change the nature of the study, but rather enhances the expression of the same results by basing them better on the data sources that are stated in the method.

The results of the current study show that the enhancement of the process of Arabic language learning in pesantren is not that easy as it is possible to implement new tools in the classroom. More conclusive seems to be how those tools transform the learning experience in such a way that Arabic becomes less formidable and more representative of the daily learning realities of the students. Maulana et al. (2024) note that the Arabic teaching in pesantren should be more responsive to the real needs of learners as opposed to routine delivery. A similar issue is brought up by Rahmani et al. (2023), who demonstrate that the teaching of Arabic in pesantren is often based on repetitive measures of instruction that contribute to discipline but do not necessarily maintain interest. Hafiz and Lukluk (2024) also observe that pesantren pedagogical innovation is usually limited by curricular and practical factors. On a more optimistic note, Luthfi (2023) demonstrates that creative Arabic teaching can empower the motivation of the learners and language acquisition. The current research, in this perspective, recommends that the worth of Canva and the singing technique is that they restructure the manner in which santri learn Arabic in the classroom, rather than the fact that they are new teaching methods.

The application of Canva in the study can be understood as a wider tendency, which is the shift to visually mediated Arabic pedagogy. According to Pikri (2022), technology based Arabic learning may alleviate the dullness in the classroom and make students more motivated when the lesson has the capability of being more dynamic. Mitra and Khuryati (2022) also discovered that visual and interactive media assist students in grasping Arabic expressions better since meaning is justified by image and presentation. Purba and Jamil (2023) also reveal that picture based instruction is able to enhance vocabulary mastery because the words are connected with tangible visual representations. Similarly, Azkia (2023) states that image media is used to assist students in understanding Arabic content easier as compared to using explanation alone. The contribution, however, that the current paper makes to this debate is the understanding that Canva was successful not simply because it was digital, but because it allowed teachers to create learning resources in a way that was organized, contextual, and visually significant. This fact is further supported by Ubaidurrohman and Ammar (2024), who discovered that

presentation based visual media can contribute to heightening the interest of students in Arabic learning greatly when the content is presented in a more clear and attractive form.

The singing method should also be realized in this study in a way other than as in making the classroom merry. According to Fatimah et al. (2024), singing can reinforce the learning of vocabulary since students are more inclined to remember the language with the help of melody and repetition. Rasyid and Makruf (2023) also established that singing enhances students' desire to participate in Arabic learning activities, particularly in cases where at first the language seems hard or far. Wiguna et al. (2023) maintain that teaching Arabic through a song is an effective practice as it provides an easy and easy to remember path to the new language forms. The significance of that interpretive line is that the current investigation proposed that singing was not only beneficial in vocabulary memory but also the confidence of students to pronounce Arabic and work with simple grammatical constructions. Such an expanded role of pedagogy appeals to Mulyani et al. (2021), who discovered that student interest in Arabic increases when teaching strategies build greater immediacy and active engagement in the classroom. That is, singing was effective in this study since it minimized affective obstacles and maintained repeated exposure to the target language.

Simultaneously, the results prove that the innovation in pesantren cannot be isolated of the institutional reality. According to Maulana (2024), despite the ability of digital media in pesantren education to enhance engagement and comprehension, infrastructure and teacher preparedness are critical to its success. Another point that Elihami et al. (2024) make is that technology in Islamic education has high potential, but the potential is constrained by adaptation, competency, and context problems. Ardhani et al. (2024) demonstrate that Arabic learning innovation does not only need appropriate media but also teacher support and training to allow the technology to be meaningfully used. The same implication is observed in Rahmawati et al. (2024), who discovered that digital platforms do not raise the enthusiasm of learners unless they are incorporated into classroom practice in a way that can be followed by the students. These arguments can be substantiated with references to the current study which demonstrates that the lack of devices, unstable internet connection, and the initial confusion of teachers were real limitations, although they did not completely avoid implementation. This renders the overall contribution of the research very apparent. The best innovation of Arabic learning in pesantren does not rely on the advanced technology only, but the prudent blend of the viable media, teacher resourcefulness, and the approaches that make the students more eager to observe, rehearse, and utilize the language in a conducive classroom atmosphere.

## Conclusion

This paper finds that the use of the Canva application and the singing method had a positive effect on the introduction of the Arabic language learning in Al Badriyah Islamic Boarding School in East Lombok and Assaddiyah Islamic Boarding School in North Lombok. The results indicate that Canva helped educators introduce Arabic vocabulary and sentence structures in a more structured, interactive, and accessible manner whereas the method of singing provided a more relaxed and interactive learning experience, which affected students to become more active, self-assured, and engaged in classroom activities. Combined, these two strategies reinforced a more student centered and more need responsive, in the case of santri, learning process especially as it relates to motivation, classroom interaction and the progressive learning of vocabulary and sentence structure.

Concurrently, the success of instructional innovation in pesantren is also demonstrated in the study not only by the methods themselves but also by the practical conditions favoring their realization. Poor availability of devices, unstable internet connection and different degrees of

preparedness among teachers continued to pose significant issues in the learning process. Nevertheless, the results indicate that, through progressive accommodation, faculty innovation, and institutional reinforcement, digital media and innovative pedagogical approaches can be utilized as significant alternatives to enhance the learning of Arabic language in pesantren. It is based on this reason that the study confirms that Arabic teaching in Islamic boarding schools will be effective when it is not merely designed in such a way that it will provide the content but rather designed in such a way that it will provide the learners with experiences that are visually clear, emotionally supportive and pedagogically engaging.

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