



Development of Animated Videos Based on the Canva Application as a Learning Media for Arabic Listening Skills Students of Darul 'Ulum Lamongan Islamic University

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ABSTRACT

Innovative learning media is needed to increase students' interest and learning effectiveness. Although a variety of learning media have been used in learning Arabic, there is still limited research that specifically develops and evaluates the use of Canvas app-based animated videos for listening skills. This research aims to fill this gap by developing animated videos based on the Canva application as a medium for learning listening skills in Arabic and increasing students' interest in learning. This research uses the Research and Development (R&D) method with the ADDIE development model. Data collection techniques are carried out through questionnaires and documentation. The results of the study showed that the animated videos developed could increase student engagement and motivation in learning Arabic, which was shown by the student response result of 84.4%. The use of this media not only makes learning more interesting but also helps lecturers in delivering material more effectively. Thus, the development of animated videos based on the Canva application has proven to be an innovative step that can contribute to improving the quality of Arabic language learning.

1. INTRODUCTION

The language skill that learners must master first is listening because, naturally, humans first understand the language of others through hearing. Listening is a very important activity. According to the study's findings, attentive listeners become better students. Successful listeners will succeed academically. Therefore, developing listening skills is crucial and must be prioritized to support the achievement of broader learning goals (Hamidah & Marsiah, 2020).

Listening skills refer to a person's ability to digest and comprehend words or sentences from a speaker or media (Nadig, 2021). In teaching listening, two primary approaches exist. First, listening is used for repetition, aiming to familiarize students with specific language patterns (Aldhafiri, 2020). Second, listening is utilized to understand text in detail, enabling students to grasp main ideas, differentiate between primary and secondary ideas, and follow the narrative flow (Kim & Pilcher, 2016).

Given that listening is a foundational aspect of language acquisition, it plays a significant role in mastering other language skills such as speaking, reading, and writing (Ni'mah & Rohmah, 2024). Websites and digital resources can also help learners expand their vocabulary and improve proficiency through listening (Muhammad Fathoni, 2018). Listening, therefore, aids not only in comprehension but also in understanding various purposes such as interpreting stories or other forms of oral communication (Hogan et al., 2014).

In the context of learning Arabic listening skills, the choice of media is critical. Listening media can range from pure audio, which includes sounds, words, or sentences, to audio-visual formats such as videos. Ideally, students should listen to native speakers to ensure fluency and dialect accuracy. However, if this is not feasible, using high-quality media that adheres to language standards is essential (Shodiqin, 2015). Moreover, visual media that represent real-life situations can make listening comprehension more engaging and help motivate students to learn (Safranj, 2015).

Some of the problems faced by students in learning listening skills are that they often have difficulty understanding oral texts due to a lack of knowledge about the vocabulary used, they do not have access to various authentic Arabic audio sources, and they lack access to interactive learning technology and media. Based on field observations at Darul 'Ulum Lamongan Islamic University, it was found that students struggle to stay engaged during listening lessons because the audio materials provided are outdated and lack relevance to their daily lives.

To address these issues, educators must leverage digital technology to offer diverse and engaging learning materials. One such tool is Canva, an online graphic design application that allows users to create various types of visual content (Azizah et al., 2022). Canva offers many templates, and for listening skills, educators can use video templates to create animated content (Asnawati, & Sutiah, 2023).

According to research by Tri Tami Gunarti, there is increasing demand for visually engaging Arabic learning tools, but creating such materials requires specialized skills (Gunarti, 2020). Afifah adds that using animated videos in the classroom can capture students'

attention and make learning more memorable by combining auditory and visual elements (Afifah, 2021).

Further supporting this, research by Ira Restu K. and Titin Sunaryati shows that the Canva app-based learning video media passes the validity criterion based on assessments from subject matter experts and media specialists. Based on the experience of utilizing media in the classroom, teachers can raise their students' interest in learning. Based on these findings, students' interest in education can be raised by using Canvas application-based learning video materials on style and motion (Restu et al., 2023).

Thus, in learning listening skills, teaching media such as image animation are needed to provide convenience to students in understanding the text they hear. While previous studies have explored multimedia tools like videos and general animations, they often relied on pre-existing content, such as YouTube videos, which may not align with the specific themes and vocabulary taught in class. This lack of alignment can lead to confusion rather than clarity in language acquisition. Unlike previous research, this study introduces a novel approach by creating customized animated films using the Canva app, specifically tailored to the Arabic listening material being taught. This customization ensures that the animations directly reflect the learning objectives, making them more effective than generic online videos. Therefore, creating an animated movie using the Canva app is essential to teaching students listening skills and represents an innovative step forward in simplifying learning content and ensuring a more focused, engaging learning experience.

This study intends to describe the creation of animated movies based on the Canva program as a medium for acquiring listening skills to investigate the viability of animated video products based on expert testing and user trials.

2. METHODS

1. Research Design

This research uses the Research and Development (R&D) method with the ADDIE development model which includes five stages: Analysis, Design, Development, Implementation, and Evaluation (Azwar, 2014). The ADDIE model was chosen because it is systematic and structured to produce effective learning products. The following is an explanation of the ADDIE development model:



Figure 1. ADDIE Development Model

- a. The Analysis stage involves identifying students' needs and difficulties in mastering Arabic listening skills, which underlie the development of animation media.
- b. The Design stage includes designing a storyboard for an animated video that is relevant to Arabic listening learning materials.
- c. The Development Stage involves creating an animated video using the Canva app according to the design that has been created at the design stage.
- d. The implementation stage is carried out by applying animated videos in Madrasah Aliyah classes as a medium for learning listening skills.
- e. The Evaluation Stage includes an assessment of media effectiveness through trials to students and evaluations from experts.

2. Data Collection Techniques

The data sources or test subjects in this study were obtained from media experts and material experts as well as media users, namely lecturers and students. The students who were used as trial subjects were students of the Arabic Language Education Study Program Semester II which amounted to 25 students. The data collection technique in this study is by using questionnaires and documentation.

- a. Questionnaire: Given to students after the use of animated videos to measure the engagement, motivation, and effectiveness of the learning media.
- b. Documentation: Collects data on student needs, curriculum, and teaching materials used in learning.

By putting the generated product through testing and validation, the questionnaire approach is utilized to identify a product. Expert opinions are necessary for R&D research; in other words, validation is required (Hikmah & Purnamasari, 2017). The instruments used are validation questionnaires from material experts, media experts, users (lecturers), and student responses. This validation data is collected through the distribution of questionnaires in the form of Google Forms, which are filled out through online links using a Likert scale.

In this research, the questionnaire used is closed in the form of a checklist with a Likert scale which is divided into five categories. The form of the questionnaire was chosen because it is faster to fill out and easier to fill in the answers. After all, the questionnaire filler only needs to provide a checklist in the column that has been provided, and also makes it easier for the researcher to analyze the data on all questionnaires that have been accumulated.

3. Data Analysis Techniques

The data analysis techniques used in this study are quantitative and qualitative descriptive analysis. Data from the questionnaire were processed using descriptive statistics to determine the level of student engagement, motivation, and improvement of listening skills. Data from student feedback is analyzed thematically to understand students' experiences in using the animation media and provide input for further development.

The validation assessment for the developed product uses a Likert scale with the criteria presented in Table 1.

SCORE	CRITERION
5	Excellent
4	Very Good
3	Good
2	Enough
1	Poor

Table 1. Product Validation Assessment Scale
(Oktaviara & Pahlevi, 2019)

The percentage analysis technique is used to manage the data of expert test results and small group tests. The formula used to manage the data of the trial subjects' validation results is as follows.

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P = Validity percentage

$\sum x$ = Number of validator responses in a single item

$\sum xi$ = Number of ideal responses in a single item

100% = Constant number

The criteria listed in Table 2 are then used to interpret the data analysis, which is presented as percentages using qualitative phrases.

PERCENTAGE	CRITERION
81%-100%	Very Valid
61%-80%	Valid
41%-60%	Quite Valid
21%-40%	Less Valid
0%-20%	Invalid

Table 2. Percentage of Validity Criteria
(Jannah & Julianto, 2018)

3. RESULTS AND DISCUSSION

The development that has been carried out is the result of the implementation of development steps from the ADDIE model with the stages of (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. This development resulted in an animated video product based on the Canva application as a medium for learning Arabic listening skills for students in the second semester of the Arabic Language Education Study Program, Universitas Islam Darul 'Ulum Lamongan السكن material.

a. Presentation of developed products

Research and Development (R&D) is the term for this type of development research. by creating animated video instructional materials about the topic of السكن utilizing a Canva program. Students who study subjects based on CPL can comprehend talks, lectures, chats, and a variety of different oral texts in Arabic and grasp both the main idea and the implied meaning of the material they hear. The issue of developing listening skills in the Arabic Language Education Study Program informs the choice of animation videos for learning.

Based on the Canva application, the researcher's research and development work has produced animated video content for the listening skills topic السكن. This research and development procedure uses the Research and Development (R&D) approach and the five phases of the ADDIE development model. The following are the stages that the researcher finished:

1. Analysis

Currently, a number of analyses are conducted in order to get data regarding learning media—which is what students require. Based on interviews with students, they often find it challenging to understand oral texts due to a lack of knowledge of the vocabulary used; students do not have access to a variety of authentic Arabic audio sources, lack access to interactive learning technology and media, and traditional learning methods often leave students unmotivated to learn.

According to the findings of an interview conducted with an Arabic lecturer who teaches the listening course, students need to practice listening skills multiple times before they can comprehend the material they hear. Students are unable to learn on their own, which explains this. As a result of not using the media to access the content, students are not as prepared to listen to texts or expressions in Arabic, which has little bearing on the learning objectives of the students.

In addition, the analysis of learning materials seeks to facilitate researchers' compilation of materials created as instructional media, allowing for the subsequent proper use of media in the learning of listening skills. In this instance, the topic السكن, which is taught in odd semesters, will be the material used in media development.

The researcher will create an animated video learning medium for listening skills training based on the Canva application based on the needs analysis and material analysis results in the hopes that students will comprehend the content more readily. In the meantime, after the design process was concluded or the finished product was produced, the researcher employed a questionnaire given to specialists and lecturers to gather data for this study. The

questionnaire answers were then used as assessment material for additional product improvement. Students who have made and used the final media are also given the questionnaire. Subsequently, the researcher receives the questionnaire data so they may be compared before and after the product revision.

2. Design

The design stage comes next. Based on the upcoming Canva application, the researcher created an animated film concept for listening skill development during the design phase. In order to complete the design activity, resources that will facilitate the design of learning media by researchers are chosen. The researcher will develop the material in the odd semester, namely السكن, because this animation video medium will be tested in semester two students in the istima' 1 course. The source of this information is Abdur Rahman bin Ibrahim Alfauzan, Mukhtar At-their Husain, et al.'s Al-Arabiya Baina Yadaik 1. After selecting the material, the design of the display; in this case, the researcher designs the display, selects photos/images, and makes audio and video, which will later be entered into Canva.

3. Development

Development is the stage of making according to a pre-designed design (Hidayat & Nizar, 2021). For the purpose of teaching students in the second semester of the Arabic Language Education Study Program listening skills, the development stage of this project is the production of animation video material based on the Canva application. An example of an animated video developed with the Canva app is shown below.



Figure 2. The display of material titles and motion animations looks like a person speaking



Figure 2. Display of the space in the apartment



Figure 4. Kitchen Display

Factors that need to be considered are the creation of interactive learning media displays of learning materials, language, and their usefulness for media users alone. Creating this Listening Skills Learning Animation Video Media Development product with ADDIE Model and Using the Canva application by utilizing image, writing, and sound design.

4. Implementation

After development, material and media specialists verify the animation video material based on the Canva application to see if the resultant assessment tool can be utilized in educational contexts. This validation stage is carried out by one media expert validator, one material expert validator, and one listening skills course instructor acting in their capacities as educators.

The implementation step is completed after the animation video material created using the Canva program is judged to be workable without modification. This media is then supplied to students enrolled in the Arabic Language Education Study Program for testing during their second semester. This stage entails finding out how the students respond to the teaching resources created to assist them in developing their listening abilities.

5. Evaluation

After the Canva application-based animation video media is judged workable without modification, the implementation stage is finished. This media is then supplied to students enrolled in the Arabic Language Education Study Program for testing during their second semester. This phase ascertains how the children react to the instructional materials designed to teach listening skills.

b. Presentation of Trial Result Data

The data from the test results taken on the learning media were carried out by media experts, material experts, practitioners, and users. Data collection is carried out by users after the learning media has obtained a proper assessment from media experts, material experts, and field practitioners.

1. Expert Validation Results

The researcher, working with experts in material and media, validated the feasibility test. Media validation is the process of having competent professionals assess product designs. This aims to identify the learning media's weaknesses and determine its viability. Having several experts assess the Canva application-based animation video media to establish

its authenticity is the aim of the material expert validation. Two people were identified as validation media experts to assess the practicality of learning assessment instruments that researchers have enhanced: Mr. Sampiril Taurus Tamaji, M.Pd.I., a lecturer in Arabic language education at UNISDA, and Mr. Dr. M. Rizal Rizqi, M.Pd.I. Diagram 1 shows the results of the validation by media professionals.

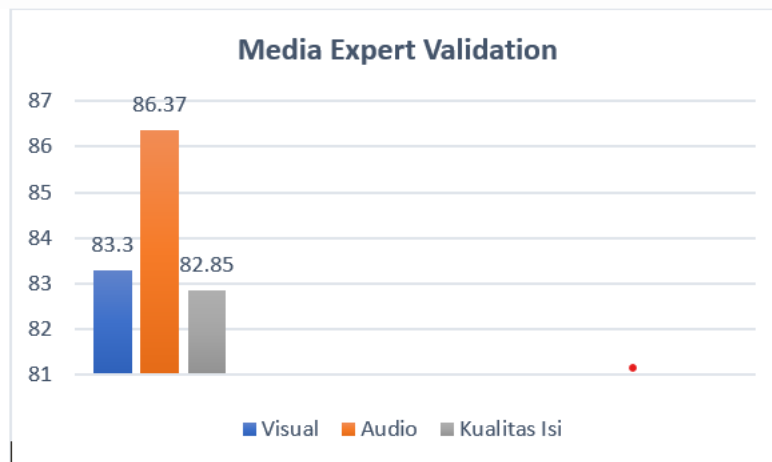


Diagram 1. Media Expert Validation

Based on the diagram above, we can see that the questionnaire given to media experts obtained a visual score of 83.3%, audio 86.37%, and content quality 82.85% with an average result of 84.05%. Regarding criticism and recommendations from media specialists, these are as follows: enhance the first look by adding a title; the illustration of the mirror does not depict the bathroom mirror; and the lesson's conclusion is not yet shown in the final display. After receiving recommendations on many aspects from material and media validators, changes are made. Diagram 2 displays the findings of the material experts' validation of the animation video content created using the Canva program.

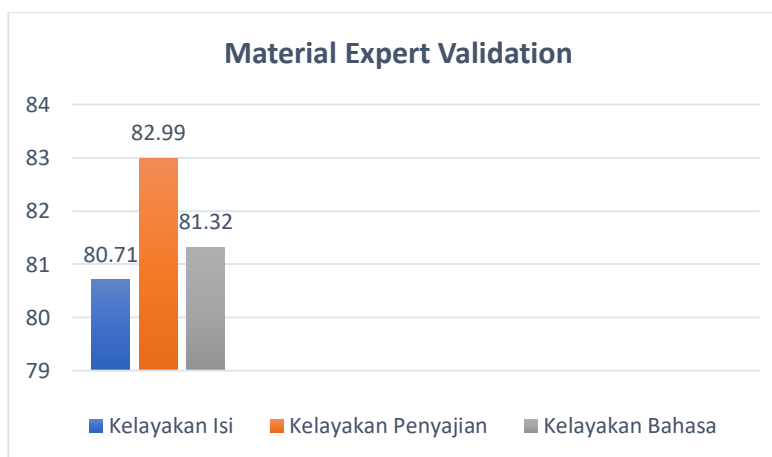


Diagram 2. Material Expert Validation

The diagram above shows the results of the questionnaire given to the material experts, the content qualification aspect is 80.71%, the presentation qualification aspect is 82.99%, and the language qualification aspect is 81.32%. The average result of the validation percentage of material experts was 81.67%, showing that the material in the animation video media based on the Canva application is included in the "Very Valid" criteria. Experts in the field have offered their opinions and recommendations regarding the inclusion of learning objectives and formative assessments in educational materials, such as interactive tests or brief assignments, to help students periodically confirm their understanding.

2. Field Test Results

After passing through validation testing with media and content experts, the animated video media output based on the Canva application was assessed in learning. Instructors and second-semester students in the Arabic Language Education Study Program participated in the experiment using animation video media based on the Canva application. After the trial, the professor responded to a questionnaire on this platform. The results of the questionnaire about the use of generated media by lecturers are shown in Diagram 3.

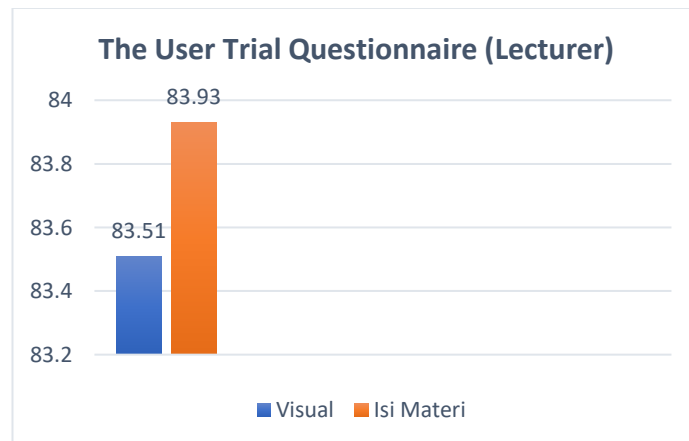


Diagram 3. Results of the User Trial Questionnaire (Lecturer)

The diagram above is the result of a user trial questionnaire, namely the lecturer in charge of the istima' course. In the visual aspect, the score obtained was 83.51% and in the aspect of the content of the material was 83.93%. Based on the assessment results completed by the instructor on this animated video media, all together, it indicates the "Very Valid" category with an average score of 83.72%. Therefore, it is worthwhile to use this animation video material that is based on the Canva app. Diagram 4 displays the findings from the survey given to students about the animation video material created using the Canva application.

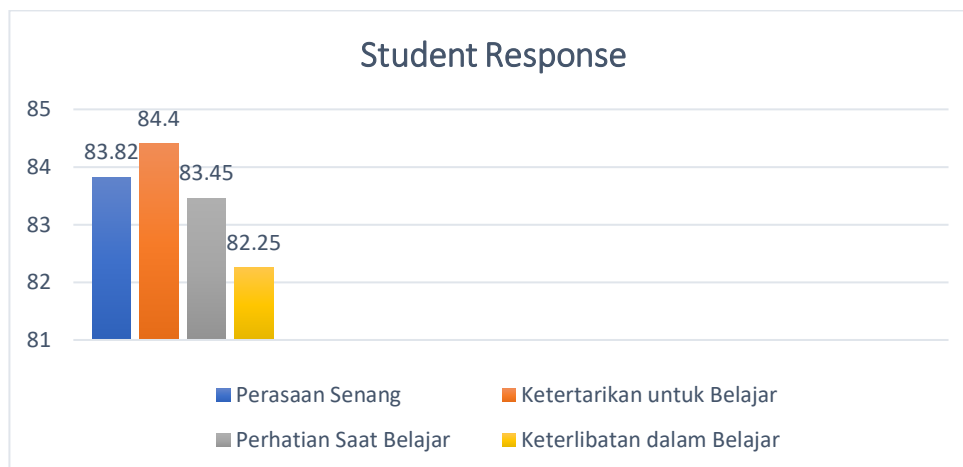


Diagram 4. Results of the Student Response Questionnaire

From the diagram above, we can find out the results of the response questionnaire of students of the Arabic language education study program in the second semester of the Islamic University of Darul 'Ulum Lamongan. In the aspect of happy environment, the score was 83.82%, the aspect of interest in learning got a score of 84.45%, the aspect of attention when learning got a score of 83.45%, and the aspect of involvement in learning got a score of 82.25%. The learning material is rated as "Very Valid" since the average student response statistics above indicate as much as 83.48%. The animated video content created using Canva is appropriate for use in the educational process and raises students' motivation to learn. Student learning outcomes improved as a result of the pupils' response to this instructional film.

This study demonstrates that students' interest in learning can be raised by employing animated video content created using the Canva tool. Using their creativity and technological prowess, lecturers can easily facilitate learning with the help of the Canva program. Moreover, using Canva learning resources saves lecturers time and effort when creating lesson plans and makes it easier for them to explain concepts to students. By presenting a variety of instructional materials, the Canva application's design can increase students' appeal during the learning process.

c. Product Studies of Development Results

Using the development research theory previously described, animated videos based on the Canva application are created as a means of teaching listening skills. These videos pass field testing, expert evaluations from media and material specialists, and can be exported in high-quality formats like MP4 for clear display across a range of platforms and devices. On the LCD layer, videos used for classical education can be shown. Students can watch the videos under the direction of the instructor.

Students can utilize TikTok to access media for use in independent learning outside of the classroom. Students are more accustomed to using the TikTok app, which is why this media has been uploaded there. Given that there are over 10 million users in Indonesia, the most of whom are school-age children, it is evident that the TikTok app has become the

millennial generation's favorite app and object of desire. TikTok can be transformed into an engaging and dynamic educational tool for pupils (Zubaidi et al., 2021).

Students can improve their listening comprehension outside of the classroom by watching this social media video that has been released. It is available to students at all times and from any location. The Ministry of Education and the Department of Agriculture recommend that in order for students to learn listening skills effectively and efficiently, independent learning be designed with the support of an online system that allows for flexibility in learning, as the learning achievement target of two credits is very low (Machmudah & Halimi, 2024).

Dariyadi stated that one of the alternatives teachers can use is facilitating students' abilities by utilizing digital technology (Dariyadi, 2020). Using technology as a material and learning tool positively impacts student learning outcomes (Asrori, I. & Ahsanuddin, 2016). In this situation, educators can utilize the Canva software to create engaging lesson plans that will help students absorb the material—especially when it comes to developing listening skills.

How well-designed the media is to focus students' attention on the content being delivered is one of the key elements that influences how well the learning process goes (Rahmatullah et al., 2020). The Canva app used in designing learning media is a great fit, as Canva has a rich library of visual elements, including illustrations, icons, images, and videos that can be integrated into animations. As developed in this study, users can easily drag and drop elements from Canva into their projects (Salam & Adam Mudinillah, 2021). Students can understand the material well if the learning media is made interestingly and appropriately.

In comparison to material that merely provides voice, the researcher's creations use animation, color, and special effects to better capture students' attention. The study's findings are based on the investigation carried out by (Mulyati et al., 2022). It demonstrates how students are more eager and driven to participate in class while using the Canva application's media. Due to the appealing packaging of the material, students are not bored with what the teacher is teaching them (Efendi et al., 2023).

This Canva application-based animation video media is very helpful for students in understanding the text they are listening to because there are images that are adjusted to the text in the audio. According to M.C. Wolf et al, visual memory is very important in listening skills because it can help students comprehension (Wolf et al., 2019). This media influences students' memory/memory in remembering the material taught and can be applied easily through cellphones and laptops.

Practice questions are a useful technique in this media to assess students' comprehension of the content they are listening to. The purpose of the evaluation provided to students during the Arabic learning process, according to Ni'mah and Nafisah, is to gather data regarding their performance. It is envisaged that the evaluation's findings can serve as both a guide for evaluating how well an Arabic learning process is going and as feedback for raising the standard of Arabic instruction. (Ni'mah & Nafisah, 2020).

This media is a digital media that requires access to a device and an adequate internet connection for its use. Obstacles may arise for students or universities that have limited access to technology. However, these problems can be overcome if universities provide adequate support, such as the provision of Wi-Fi networks. The provision of this facility is a tangible form of university support in improving the quality of learning.

4. CONCLUSION

This research aims to develop an animated video based on the Canva application as a learning medium to improve listening skills in Arabic. Based on the results of development and implementation, this animated video media has proven to be effective in helping improve students' listening skills in Arabic subjects. The use of digital-based animated videos not only makes learning more engaging and interactive, but also helps students understand the material through visual displays that support audio content. This media is also considered accessible and flexible in its use, both by teachers and students, because Canva as a user-friendly application allows creative and innovative content creation. Overall, the results of the study show that the application of technology in learning Arabic, especially listening skills, has a positive impact on student engagement and learning outcomes.

This research has several limitations. First, the implementation of Canva-based animated videos relies heavily on the availability of technological infrastructure, such as adequate devices and internet access. Some students may experience obstacles in accessing this media optimally if they have technological limitations. Second, this research only focuses on one language skill, namely listening skills. Other aspects of language skills, such as speaking, reading, and writing, were not analyzed in this study, so the results of this study cannot be generalized to all aspects of language learning. For further research, it is recommended that researchers consider the development of more inclusive technology-based learning media, paying attention to accessibility for students who may have technological limitations. In addition, researchers are expected to explore the development of learning media that not only focus on listening skills, but also include other language skills such as speaking, reading, and writing. Further research can also include the use of blended learning methods that combine online learning with face-to-face learning to overcome the limitations of digital infrastructure.

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