Copyright © 2026 The Author(s)
Didaktika: Jurnal Kependidikan Vol. 15 No. 1 Februari 2026

Implementation of the Canva Media-Based Contextual Teaching and Learning (CTL) Model to Improve Arabic Vocabulary

Laily Khoirum Marzuqoh[1], Inayah Inayah[2], Waesama-ae Waemamu[3]
[1,2]Universitas Islam Negeri Walisongo Semarang, Indonesia
[3]Prasan Wittaya Mulniti, The Education of Islamic School, Thailand

[1]2203026011@student.walisongo.ac.id
DOI: https://doi.org/10.58230/27454312.3668

Abstract

This research is based on the urgency of learning media innovation in helping students overcome challenges in mastering Arabic vocabulary. It aims to implement the Canva-based Contextual Teaching and Learning (CTL) model and measure its effectiveness in improving vocabulary mastery. The method used was quantitative, involving a pre-experimental design with a one-group pre-test and post-test, with a sample of 34 students in class X.2 (Olympic) at MAN 1 Kota Semarang. Results showed that the Canva-based CTL model was both effective and engaging, as the learning material was integrated into visualizations relevant to real-world situations. Statistically, this effectiveness was confirmed through the Wilcoxon Signed-Rank Test with a Z value of -5.090 and a significance level (Asymp. Sig. 2-tailed) below 0.001. Since the significance value < 0.05, H_0 was rejected, and H_1 was accepted, confirming that the Canva-based CTL model significantly improves students' Arabic vocabulary.
Keywords: *Arabic Vocabulary, Canva, Contextual Teaching and Learning (CTL)*

Introduction

As an international language, Arabic is among the foreign languages widely studied in Indonesia (I. Inayah et al., 2023; Zain et al., 2025). Arabic has been officially recognized as a legitimate language for use in the United Nations (UN) since 1973 (Jamilah, 2024). Its rapid development throughout the world has encouraged the formal and informal study of this language in various educational institutions (Agustini, 2023). In the learning process, vocabulary mastery is a fundamental skill and a key asset students must possess. Without adequate vocabulary mastery, students will find it difficult to interact, express their desires verbally, and understand grammar well (Haris, 2023). Conversely, by mastering vocabulary, learners can actively participate in conversations, construct simple sentences, and understand basic texts in Arabic (Ahmadi, 2023). Therefore, coordinated efforts are essential to enhance vocabulary mastery for overall success in learning Arabic.

In today's digital age, innovative learning approaches are becoming increasingly essential for creating effective and engaging educational experiences (Muna et al., 2026; Nabila et al., 2025). Rapid technological advances have greatly altered the way teachers and students interact. Students today generally have strong technological literacy, so they tend to get bored more quickly when the learning process is still conducted conventionally (Nisa et al., 2019). Technology should provide supporting tools, such as educational applications, simulations, and games, that facilitate conceptual understanding (Hasnida et al., 2023). However, digital technology has not been uniformly implemented in Indonesian educational institutions. As found at MAN 1 Kota Semarang, Arabic language learning, especially vocabulary mastery, has not optimally integrated with digital technology. The methods applied are still conventional, where

students are only asked to memorize and recite what they have memorized directly to the teacher. This limitation hinders the creation of a dynamic learning process, even though the use of digital learning media is more effective and better aligned with students' needs today.

To address this situation, a more suitable learning method is required. One highly appropriate alternative is Contextual Teaching and Learning (CTL). Contextual Teaching and Learning (CTL) is an educational approach that helps students understand material by connecting it to their everyday experiences. This approach connects academic lessons with the personal, social, and cultural contexts of students (Hyun et al., 2020). CTL consists of seven key components: constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment (Agustiningsih, 2024). To support CTL implementation, researchers use Canva as a teaching tool. As an application that is now widely used by teachers, Canva offers advantages in terms of ease and practicality through the modification of various available templates, as well as the provision of complete graphics, photos, videos, animations, and text features (Zebua, 2024). In addition to its ease of access via computers and smartphones, Canva is also capable of integrating visual and audio elements and other supporting elements for delivering material (Musannadah & Jannah, 2022). Therefore, combining the CTL approach with Canva media is likely to foster a more engaging and meaningful learning experience that resonates with students' real-world contexts.

Recent studies have extensively explored the efficacy of the Contextual Teaching and Learning (CTL) model, which places students at the center of learning activities while teachers function as motivators and facilitators (Harahap et al., 2023). The implementation of CTL has proven to have a significant impact on improving various aspects of language proficiency. For instance, at Madrasah Al-Hidayah Ciomas Serang, CTL successfully improved eighth-grade students' speaking skills, with a learning completeness rate of 96.42% (Huda et al., 2023). This approach is further noted for significantly enhancing students' confidence and communication skills by integrating social, cultural, and everyday experiences (Fauziyah et al., 2024). In terms of reading skills, CTL has been proven effective in improving students' *maharah qira'ah* (Diah & Ni'mah, 2023). Furthermore, at Madrasah Diniyah Ar-Razaq, CTL resulted in an average writing score increase of 41.67% in the experimental group, compared to only 15.52% in the control group (Arifin et al., 2025). Collectively, other studies confirm that CTL improves both oral and written language skills, raising average learning scores substantially from 66.2 to 83 (Haryono & Hikmah, 2023).

In addition to the CTL approach, the effective use of learning media is a crucial supporting factor in Arabic language learning. Research at Thamavitya Mulniti School, Thailand, indicates that although CTL covers key components, persistent obstacles in student language interaction highlight the need to optimize the "learning community" aspect and utilize technology (Muyasaroh et al., 2025). In this context, digital platform integration is vital. Studies prove that digital media is more effective than conventional methods in expanding vocabulary and increasing learning motivation (Putra et al., 2024). Social media platforms also significantly influence Arabic vocabulary mastery (Mahmoud Alenazi, 2023). And Android-based learning media development has yielded a 90.72% positive rating from students (Robi'ah et al., 2023). Specifically, research shows that Canva can effectively improve student learning outcomes (Zebua, 2024). Canva significantly improves Arabic vocabulary retention by reducing cognitive load and strengthening collaborative learning environments (Zulkepli & Hamid, 2024). Its effectiveness is also demonstrated in *maharah qira'ah* for 10th-grade students at MAN Kota Batu, who reported highly positive responses to its use (Rahmayanti et al., 2023).

While the CTL approach has shown significant results across language skills such as listening, speaking, writing, and reading, challenges with vocabulary mastery persist. Existing

Copyright © 2026 The Author(s)

research on CTL in Arabic vocabulary learning is often limited to theoretical aspects and lacks concrete integration with digital media (Furoidah & Ilma, 2024). Furthermore, studies utilizing IT-based CTL for vocabulary mastery frequently fail to specify the type of technology used or the details of its implementation (Hasan, 2019). In fact, despite the broad insights into CTL models in Arabic instruction, there remains a notable lack of research specifically exploring the integration of CTL with Canva. This creates a pedagogical gap in understanding how a user-friendly design platform can operationalize the seven components of CTL to optimize vocabulary mastery in educational settings.

To fill this research gap, this study focuses on enhancing the Contextual Teaching and Learning (CTL) model by integrating Canva to improve vocabulary mastery through digital media. This research provides a practical contribution to modern education by demonstrating how Canva facilitates visualization in the core components of CTL, specifically in constructivism, inquiry, and modeling. The novelty of this study lies in its integration of the CTL model with digital media that is highly relevant to the current era, while systematically aligning with the learning needs of Gen-Z students within a high school environment. By doing so, this work offers a fresh and adaptable framework that can be implemented to bridge the difficulties students face in learning vocabulary while aligning instructional methods with the digital dynamics of the modern era. Therefore, the main goal of this study is to implement this Canva-based CTL model and measure its effectiveness in improving Arabic vocabulary at MAN 1 Kota Semarang.

Method

This research used a quantitative method with a pre-experimental model (Setiawan et al., 2024) of the one-group pretest-posttest design (Aminah et al., 2025; Huwaiza et al., 2025; Sofiyah et al., 2025), an experiment conducted on a single group without a comparison group (Saputra et al., 2017). This approach was strategically selected to enable a more intensive, meticulously planned intervention within the specialized classroom environment, thereby ensuring that the instructional treatment was delivered with high pedagogical rigor. By focusing on a single experimental group, the integration of the Canva-based CTL model could be monitored with greater precision to achieve optimal consistency and maximize students' vocabulary acquisition. Consequently, this design facilitated a comprehensive assessment of the model's effectiveness by directly comparing pre- and post-intervention performance. The respondents in this research were 34 students in class X.2 (Olympics) at MAN 1 Kota Semarang. The main instruments used were pre-tests and post-tests to measure vocabulary mastery before and after the intervention.

The research began with a pre-test. The pre-test was conducted using the Quizizz application with multiple-choice questions. This test was designed to assess students' initial vocabulary mastery before the intervention was implemented. Below are the details of the questions in the pre-test instrument.

Table 1. Types of Question

No.	Types of Question	Number Of Question	Total
1.	Arabic - Indonesian Translation	1-20	20
2.	Indonesian - Arabic Translation	21-40	20
3.	Complete Sentence Translation	41-50	10

Based on Table 1, the types of questions fall into three main categories: Arabic-Indonesian translation, Indonesian-Arabic translation, and complete sentence translation. There are 50 questions covering the material from the textbooks students use.

After the pretest, the research continued with an intervention phase in the classroom focused on applying the Contextual Teaching and Learning (CTL) model using Canva media. This intervention process was implemented in three structured learning sessions. The first session began with the pretest, and then continued with an introduction to the initial material. The second session was the core implementation, during which the CTL model was fully applied, supported by Canva as a visual tool. Finally, the third session was used to review the material, followed by a post-test to measure improvement in students' vocabulary mastery. The post-test instrument had the same model and number of questions as the pre-test. This similarity was maintained to ensure the validity and reliability of the research data comparison.

Data analysis was based on scores received from pre-tests and post-tests. Before testing the hypothesis, a series of prerequisite tests was conducted, including instrument and data tests. Instrument tests include validity and reliability tests. Validity tests were conducted using Pearson's Product-Moment Correlation (I. Inayah et al., 2025; Kiptiyana et al., 2026) to measure the correlation between item scores and total instrument scores. The formula used for the validity test is:

$$r_{xy} = \frac{n\,(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{\sqrt{(n(\sum x_i^2) - (x_i)^2)(n(\sum y_i^2) - (y_i)^2)}}$$

Meanwhile, the instrument's reliability was assessed using Cronbach's Alpha to measure its overall internal consistency. The formula used was:

$$r_i = \frac{k}{(k-1)} \left\{1 - \frac{\sum s_i^2}{s_t^2}\right\}$$

After the instrument test was completed, the prerequisite data test continued. The normality test used the Shapiro-Wilk test to determine whether the data were normally distributed. The test criteria were that if the normality test results reached or exceeded a significance level of > 0.05, the data could be declared normally distributed, whereas if the results were below a significance level of < 0.05, the data was declared not normally distributed (Nurhaswinda et al., 2025). The formula used was:

$$W = \frac{(\sum_1^n a_i x_i)^2}{\sum_1^n (x_i - \overline{x})^2}$$

If the data were normally distributed, then the hypothesis test was performed using the Paired Sample t-test to compare the pre-test and post-test averages, with the formula:

$$t_{hitung} = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

Meanwhile, if the data were not normally distributed, the Wilcoxon Signed-Rank Test was used as a non-parametric alternative. Statistical decisions were made based on significance values. If the Significance value (Sig. 2-tailed) < 0.05, then H_0 was rejected, and H_1 was accepted. This indicated a statistically significant increase in vocabulary mastery after applying the CTL model with Canva media. If the significance value (Sig. 2-tailed) > 0.05, then H_0 was accepted, and H_1 was rejected. This means that there was no significant difference or increase in vocabulary mastery.

Results

Implementation of Canva-Based CTL Model to Improve Arabic Vocabulary

The implementation of Canva-Based CTL to improve Arabic vocabulary was based on seven key components: Constructivism, Inquiry, Questioning, Learning Community, Modeling,

Copyright © 2026 The Author(s)

Reflection, and Authentic Assessment. These components were strategically integrated through three learning sessions focused on Arabic vocabulary related to "Home and Family".

The first session began with a pretest to measure students' initial knowledge before the intervention. Next, the Constructivism phase was applied as the first step in introducing the material. In this phase, students were required to actively construct their own knowledge through real-world experiences or social interactions. As a first step, activities were conducted by displaying visual images of families on Canva, as shown in Figure 1.



Figure 1. Family Picture Visualization

Based on Figure 1, students were then guided to describe verbally " What do you think about family? " and "Who are the members of a family?". This activity aimed to enable students to develop and discover their own concept of family, connect the lesson material to their real-life experiences, and thereby actively lay the foundation for their initial knowledge.

The phase continued with Inquiry or systematic discovery. Students repeatedly read the vocabulary available in the textbook. Then, to encourage independent discovery, students were assigned to find the meaning of each word using digital sources and write it down in their notebooks. This search process was the core of Inquiry, where students actively seek information related to the translation. The vocabulary is presented in Table 2.

Table 2. Arabic Vocabulary

No.	Vocabulary	Translation	No.	Vocabulary	Translation
1.	الأب	Father	14.	مطبخ	Kitchen
2.	الأم	Mother	15.	حمام	Bathroom
3.	أخي الكبير	Brother	16.	شرفة	Balcony
4.	أختي الكبيرة	Sister	17.	بوابة	Gate
5.	أخي الصغير	Little brother	18.	نافذة	Window
6.	أختي الصغيرة	Little sister	19.	باب	Door
7.	جدّ	Grandfather	20.	استراح - يستريح	Rest
8.	جدّة	Grandmother	21.	كتب – يكتب	Write
9.	غرفة الجلوس	Living Room	22.	طبخ – يطبخ	Cook
10	غرفة النوم	Bedroom	23.	قرأ – يقرأ	Read

11.	غرفة المكتب	Work Space	24.	أكل – يأكل	Eat
12.	غرفة الأكل	Dining Room	25.	جلس - يجلس	Sit
13.	غرفة المذاكرة	Study Room	26.	ذهب – يذهب	Go

Overall, Table 2 lists 26 important vocabulary words targeted for mastery in the first meeting. Initial mastery of these vocabulary words served an important prerequisite for subsequent meetings.

In the CTL learning series, the second session was designed to integrate the components of Questioning, Modeling, and Learning Communities. The activity began with a review of the meanings of vocabulary words that students had looked up in the previous session. After reinforcing the basics, the modeling component was implemented. The researcher displayed visuals through Canva containing images relevant to the target vocabulary words, as shown in Figure 2.



Figure 2. The modeling using Canva

Based on Figure 2, students were asked to describe the picture and mention its Arabic equivalent. The use of visual media was intended to model the context for correct vocabulary use while triggering an intensive question-and-answer session to test and validate students' understanding. To see the slides used by the researcher in this Modeling phase, refer to Figure 3 below.

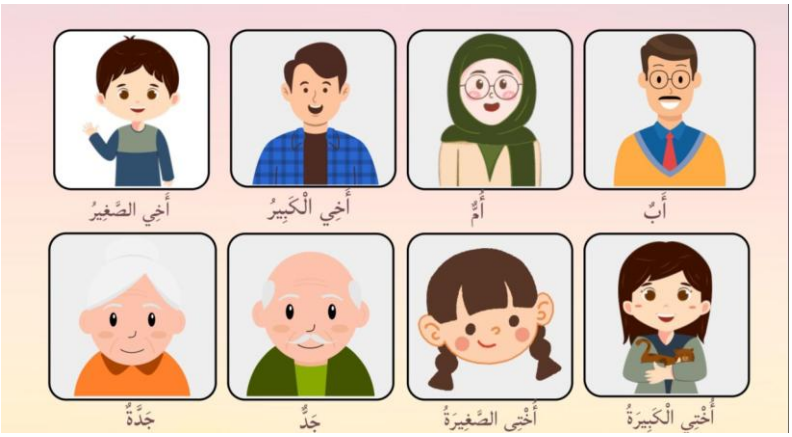


Figure 3. Canva media display

Copyright © 2026 The Author(s)

Figure 3 shows the Canva media used in the Modeling phase. This slide presented vocabulary in an attractive format. This visualization modeled the direct connection between vocabulary and its visual context, providing clear examples for students. In addition, this slide served as a key tool to prompt student questioning and responses, ensuring that the vocabulary sought in the first session was validated and reinforced visually and contextually.

Next was the activation of the Learning Community component. Students were divided into four competitive groups to complete a vocabulary quiz. This collaborative task effectively fostered cooperation and peer questioning within the group, reinforcing vocabulary through social interaction. The collaborative atmosphere among team members is evident in Figure 4.



Figure 4. Learning Community Phase

Figure 4 shows the implementation of the Learning Community phase, with students in small groups. Students appeared to be actively discussing and sharing knowledge to find the correct answers in the quiz. This moment visually underscored the importance of collaboration and peer questioning as a means of validating social knowledge.

As a final step, the third session was conducted by integrating the Reflection and Assessment components. This session began with a comprehensive review of the material. Next, the Reflection component was integrated. Students were asked to provide feedback on their experiences and perceptions when learning vocabulary using the CTL model and Canva media. Finally, a post-test was conducted to serve as an Authentic Assessment. This test was specifically designed to measure the extent of students' Arabic vocabulary mastery and application skills after all interventions had been provided, as well as to compare the final results with the pre-test conducted at the beginning of the first session.

Effectiveness of the Canva-Based CTL Model to Improve Arabic Vocabulary

After all procedures were completed, the effectiveness of the Canva-based CTL model in improving Arabic vocabulary was quantitatively measured through a comparison of students' pretest and posttest scores. Through these pretests and posttests, the validity of the test items was established, as shown in Table 3.

Table 3. Item Validity Results through SPSS 31

No.	r-count	r-table	Validity Status	No.	r-count	r-table	Validity Status
1	0.369	0.349	Valid	26	0.432	0.349	Valid
2	0.457	0.349	Valid	27	0.441	0.349	Valid
3	0.410	0.349	Valid	28	0.349	0.349	Valid

4	0.389	0.349	Valid	29	0.470	0.349	Valid
5	0.454	0.349	Valid	30	0.427	0.349	Valid
6	0.361	0.349	Valid	31	0.495	0.349	Valid
7	0.607	0.349	Valid	32	0.457	0.349	Valid
8	0.451	0.349	Valid	33	0.426	0.349	Valid
9	0.501	0.349	Valid	34	0.410	0.349	Valid
10	0.526	0.349	Valid	35	0.431	0.349	Valid
11	0.335	0.349	Invalid	36	0.477	0.349	Valid
12	0.563	0.349	Valid	37	0.434	0.349	Valid
13	0.583	0.349	Valid	38	0.360	0.349	Valid
14	0.493	0.349	Valid	39	0.526	0.349	Valid
15	0.414	0.349	Valid	40	0.376	0.349	Valid
16	0.406	0.349	Valid	41	0.480	0.349	Valid
17	0.431	0.349	Valid	42	0.410	0.349	Valid
18	0.418	0.349	Valid	43	0.390	0.349	Valid
19	0.539	0.349	Valid	44	0.349	0.349	Valid
20	0.467	0.349	Valid	45	0.431	0.349	Valid
21	0.361	0.349	Valid	46	0.388	0.349	Valid
22	0.529	0.349	Valid	47	0.395	0.349	Valid
23	0.524	0.349	Valid	48	0.434	0.349	Valid
24	0.411	0.349	Valid	49	0.397	0.349	Valid
25	0.315	0.349	Invalid	50	0.353	0.349	Valid

Based on the data in Table 3, validity testing was conducted on 50 items by comparing the calculated r-count and r-table values. An item is considered valid if the calculated r-count value is higher than the r-table value of 0.349. The analysis results show that 48 items met the validity criteria, while the other 2 items were considered invalid because their values fell below 0.349. Next, Cronbach's alpha was used to assess the questionnaire's reliability. An instrument is considered reliable if its Cronbach's Alpha value is greater than 0.60. If it is less than 0.60, it is considered unreliable. As shown in Table 4.

Table 4. Reliability Analysis using SPSS 31

Reliability Statistics

Cronbach's Alpha	N of Items
,913	50

Based on the reliability test results in Table 4, Cronbach's Alpha value was 0.913. This value was then compared to the established reliability standard of 0.60. Because Cronbach's Alpha value 0.913 is much higher than 0.60, all items in this research instrument were declared reliable with a very high level of consistency.

The data analysis stage continued with hypothesis testing. However, to ensure the accuracy of the analysis, a prerequisite test was carried out first, namely a Normality test. This test was applied to the respondents' pre-test and post-test scores. The assumption of normality is an absolute requirement that must be met before determining the hypothesis testing technique. The results of the normality test calculations are presented in detail in Table 5 below.

Copyright © 2026 The Author(s)

Table 5. Test of Normality using SPSS 31

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	,131	34	,151	,908	34	,008
POST TEST	,258	34	<,001	,814	34	<,001

a. Lilliefors Significance Correction

Based on the results of the *Shapiro-Wilk* normality test in Table 5, a significance value (p-value) of 0.008 was obtained for the pre-test score and below 0.001 for the post-test score. Both significance values are less than 0.05 ($p < 0.05$), indicating that the data are not normally distributed. Because the research data are not normally distributed, hypothesis testing for paired data was performed using a non-parametric test, namely the Wilcoxon Signed-Rank Test. The Wilcoxon Signed-Rank Test results are shown in Table 6.

Table 6. Wilcoxon Signed-Rank Test Using SPSS 31

Ranks

		N	Mean Rank	Sum of Ranks
POST TEST – PRE TEST	Negative Ranks	0[a]	,00	,00
	Positive Ranks	34[b]	17,50	595,00
	Ties	0[c]		
	Total	34		

The results of the Wilcoxon Signed-Rank Test are categorized into three main conditions: Negative Ranks if the Post-test value is < Pre-test indicating a decrease in scores after treatment, Positive Ranks if the Post-test value is > Pre-test indicating an increase in scores after treatment, and Ties if the Post-test value = Pre-test, indicating no change in value or scores between before and after treatment. Based on Table 6, all 34 subjects showed an increase in scores after the intervention. In the Positive Ranks category, 34 subjects had higher post-test scores than pre-test scores, with a Mean Rank of 17.50 and a Sum of Ranks of 595.00. Meanwhile, in the Negative Ranks category, no subjects experienced a decrease in scores, and in the Ties category, none had unchanged scores. This confirms that the intervention successfully improved the scores of all subjects overall.

The results show that all subjects experienced a consistent increase in scores after the intervention. The total dominance in the Positive Ranks category and the absence of values in the negative group continue to indicate that the intervention was effective in improving the scores of all participants. To statistically reinforce these findings, the analysis was continued by reviewing the significance values in the Test Statistics table of the Wilcoxon test results presented in Table 7.

Table 7. Test Statistics

Test Statistics

	POST TEST – PRE TEST
Z	-5,090[b]
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The results of the Wilcoxon Signed-Rank Test in Table 7 show a Z-value of -5.090 with a significance value (Asymp. Sig. 2-tailed) of < 0.001 ($p < 0.05$). A significance value of less than 0.05 indicates a significant difference between the pre-test and post-test scores after the intervention. Thus, it can be concluded that the application of the Contextual Teaching and Learning model with Canva interactive media significantly improved students' Arabic vocabulary at MAN 1 Kota Semarang.

Discussion

There are several functions available on Canva, including design, creativity, projects, writing, interest enhancement, and teaching materials or language skill development (M. P. Inayah, 2025). This study found that implementing the Canva-based Contextual Teaching and Learning (CTL) model had a significant impact, supporting the research hypothesis. This success did not happen by chance, but rather because of the seven systematic steps of CTL, which transformed abstract vocabulary material into an enjoyable learning experience. Starting with the Constructivism stage, students successfully built an initial framework of understanding about the theme of "Home and Family" through the visualization of relevant images in Canva. This process was then reinforced through the Inquiry and Questioning stages, where students actively sought meaning and explored vocabulary through digital resources. These results indicate that when students are given the role of being the centre of learning, their ability to absorb new information increases rapidly compared to when they are merely passive recipients of material.

Findings indicate that integrating the CTL model with Canva visual media offers superior benefits over rote memorization. Cognitively, pairing vocabulary with real images facilitates more efficient information processing and storage. This aligns with (Azizah et al., 2025), who found that Canva's simultaneous presentation of text and visuals reduces cognitive load by establishing strong associations between words and their representations. Such multimodal integration effectively strengthens long-term memory retention. Furthermore, the collaborative environment fostered through group activities builds student confidence in pronunciation, dispelling the perception of Arabic as a difficult subject. Consequently, students become more enthusiastic and actively engaged in the learning process.

Overall, the research results have been strongly supported by a series of statistical tests to ensure their validity. Based on the instrument analysis, out of 50 questions, 48 were deemed valid with a high reliability coefficient (Cronbach's Alpha) of 0.913, indicating that the tool is highly consistent. Although the data was not normally distributed based on the Shapiro-Wilk normality test (p-value < 0.05), the Wilcoxon Signed-Rank Test results showed a significance value (Asymp. Sig. 2-tailed) of < 0.001. The fact that all 34 respondents experienced an increase in scores, with no student experiencing a decline, is evidence that students' vocabulary mastery has improved rapidly. Broadly speaking, this study concludes that combining the CTL model with Canva media is an effective way to improve the quality of Arabic language learning at the high school level.

This study strengthens and extends previous research on Arabic language learning using a contextual model. The results of the study (Triani & Putra, 2023) confirm that language mastery through a contextual approach allows students to construct their own knowledge independently. The similarity of these findings shows that language learning is no longer limited to theory or

Copyright © 2026 The Author(s)

memorizing static vocabulary lists, but is linked to real experiences through visual aids, making the material more meaningful and easier for students to memorize. In addition, the improvement in the vocabulary mastery scores of students in class X.2 MAN 1 Semarang City in this research is in line with the findings of (Huda et al., 2023) who recorded a very high learning completeness rate (96.42%) using the CTL model. If their research showed that speaking skills improved, then the results of this study demonstrate that CTL is also highly effective in improving vocabulary mastery.

The successful integration of Canva as a medium in this study is in line with the results of a study (Zulkepli & Hamid, 2024) which specifically states that using Canva can improve Arabic vocabulary retention by reducing students' cognitive load. The use of attractive visualizations in this study also supports the observations of (Wildatul Muyasaroh et al., 2025) that technology is essential for optimising learning.

The steps for implementing Canva-based CTL in this study fill the pedagogical gap identified by (Furoidah & Ilma, 2024), who stated that much CTL research is still theoretical without concrete integration of digital media. By explaining in detail how the CTL model is integrated with Canva media, this research addresses the challenge raised by (Hasan, 2019) regarding the lack of technology specifications in IT-based Arabic language learning research. Thus, this research not only provides practical contributions to student development but also successfully fills a gap in the literature by presenting implementation guidelines that have rarely been discussed in modern Arabic language education studies.

The findings of this research have significant implications, both theoretically and practically. Theoretically, these results reinforce the relevance of the CTL model combined with digital media, proving that vocabulary mastery can be optimised through the connection between lesson material and students' visual reality. Practically, this study provides a real solution for teachers to use Canva as an attractive, accessible, and effective learning medium to increase student engagement. These findings confirm that the use of appropriate technology not only improves academic learning outcomes but also transforms the classroom atmosphere into a more dynamic one without requiring high costs or complicated facilities.

Although it produced significant results, several limitations in the scope of this study need to be considered for further research. The main limitation is the relatively small sample size: this study involved only one class of 34 students. This small sample size means the study's results cannot fully represent the characteristics of the student population in a broader context. In addition, using a one-group design without a control group means the effectiveness of the Canva-based CTL model cannot yet be measured relative to conventional learning methods. Finally, the material's limited focus on a single theme means that the effectiveness of this model requires further testing through larger-scale research.

Given these limitations, researchers suggest that future studies use experimental designs involving control and experimental classes. This is important for clearly comparing the effectiveness of the Canva-based CTL model with conventional methods. In addition, research should be conducted over a longer period and cover a broader range of material to test the consistency and durability of students' memory of Arabic vocabulary in a broader context.

Conclusion

The research results show that implementing the Canva-based CTL model has been effective in improving students' mastery of Arabic vocabulary at MAN 1 Kota Semarang. Through a contextual approach, Canva can present material visually and in a relevant way, so students can more easily understand the meaning of words in real-life situations. The synergy between

contextual content and attractive visual design creates a more concrete, easy, and enjoyable learning experience. This effectiveness was validated by the results of the Wilcoxon Signed-Rank Test, which showed a Z value of -5.090 with an Asymp. Sig. 2-tailed significance below 0.001. Because the significance value is < 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, indicating that the Canva media-based CTL learning model has a significant effect on improving students' vocabulary.

Although showing positive results, these findings should be considered within the limitations of the research. This research was limited to a small sample size of 34 students in one class. and used a one-group pretest-posttest design without a control group, so its effectiveness has not been contrasted with conventional methods. However, in general, this research has made an important contribution to scientific knowledge by providing technical and operational details on the integration of the seven components of CTL with modern digital platforms. This finding fills a pedagogical gap in Arabic language education literature. It provides educators with a foundation for applying learning strategies more interactively, relevantly, and adaptively to the needs of today's digital education world.

Acknowledgment

The authors would like to express their sincere gratitude to all parties who supported the successful completion of this research. Special thanks are extended to our parents for their unwavering support and to the principal and staff of MAN 1 Kota Semarang for providing the necessary facilities and administrative assistance. We are deeply grateful to our supervisors for their invaluable academic guidance and direction throughout this study. Finally, the authors wish to thank the students of class X.2 (Olympics) at MAN 1 Kota Semarang for their active participation and excellent cooperation during the data collection process. It is hoped that the findings of this research will contribute significantly to the advancement of Arabic language teaching in Indonesia.

References

Agustini, A. (2023). Urgensi Pemahaman Bahasa Arab dalam Mempelajari Agama Islam di Indonesia. *In Right: Jurnal Agama Dan Hak Azazi Manusia*, *10*(2), 195. https://doi.org/10.14421/inright.v10i2.2922

Agustiningsih, W. (2024). Analisis Implementasi Model Contextual Teaching and Learning (CTL) pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *4*, 1–9. https://doi.org/https://doi.org/10.53299/jppi.v4i1.406

Ahmadi, M. (2023). Teknik Pembelajaran Mufradat dalam Perspektif Teori Belajar Edward LeeThorndike. *Al Waraqah: Jurnal Pendidikan Bahasa Arab*, *4*(2), 32–41. https://doi.org/https://doi.org/10.30863/awrq.v4i2.5547

Aminah, L. N., Inayah, I., Wahid, A., & Ramadlan, M. A. A. (2025). The Effectiveness Of Song Media 'Kalam-Eineh' To Arabic Vocabulary Teaching At Vocational High School Semarang / فعالية وسائط الأغاني "كلام عينيه" في تعليم المفردات بمدرسة-المركز-الإسلامى بيت الرحمن الثانوية الإسلامية المهنية سمارانج. *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab*, *7*(1), 174–192. https://doi.org/10.21154/rrq17x34

Arifin, M., Zulfatul Iman, D., Qomariatul Jannah, U., & Nuora Darina, A. (2025). Analisis Pengaruh Contextual Teaching and Learning (CTL) Terhadap Kemampuan Maharah Kitabah Siswa Di Madrasah Diniyah Ar-Razaq. *Zaheen: Jurnal Pendidikan, Agama, Dan Budaya*, *1*(1), 199–213.

Azizah, Z. I., Anshory, A. M. Al, & Aziz, A. A. (2025). Implementasi Media Interaktif Canva

Copyright © 2026 The Author(s)

terhadap Daya Ingat Kosakata Siswa MTsN 5 Malang. *Jurnal Ilmiah Al-Mashadir: Journal of Arabic Education and Literature*, *05*, 1–18. https://doi.org/https://doi.org/10.30984/almashadir.v5i2.1470

Diah, H., & Ni'mah, M. A. (2023). Metode Contextual Teaching And Learning Dalam Pembelajaran Maharah Qira'ah. *Revorma: Jurnal Pendidikan Dan Pemikiran*, *3*(1), 26–41. https://doi.org/10.62825/revorma.v3i1.35

Fauziyah, F., Ida Royani, Adis Triawan, M. Ibnu Nabil, & Niken Kencono Ungu. (2024). Implementation Contextual Teaching Learning to Improve Students' Speaking Skill. *Journal of Language Education (JoLE)*, *2*(4), 328–332. https://doi.org/10.69820/jole.v2i4.177

Furoidah, A., & Ilma, F. (2024). Pendampingan Belajar Bahasa Arab dengan Metode CTL untuk Meningkatkan Mufrodat Siswa Kelas VI di MI Baitul Mukmin Wringinagung Jombang Jember. *An-Nuqthah : Journal Of Research & Community Service*, *4*(1), 19–26. https://doi.org/10.62097/an-nuqthah.v4i1.1639

Harahap, N. A. S., Prasita, W., Siregar, A., Ihsandi, & Qorni, W. (2023). Pengaruh Model Pembelajaran Kontekstual (CTL) Dalam Meningkatkan Hasil Belajar Siswa Kelas V SDN 04 Desa Laut Tador. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *4*(1), 379–386. https://doi.org/10.62775/edukasia.v4i1.259

Haris, A. (2023). Penerapan Metode Bernyanyi dalam Meningkatkan Penguasaan Kosakata Bahasa Arab. *Jurnal Magister Pendidikan Agama Islam*, *2*(1), 1–19.

Haryono, I., & Hikmah, K. (2023). The Application Of The Contextual Teaching And Learning (CTL) Model In Arabic Language Learning To Improve The Learning Outcomes. *Buana Pendidikan Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *19*(1), 45–60. https://doi.org/10.36456/bp.vol19.no1.a6241

Hasan, A. A. (2019). Model Pembelajaran CTL Berbasis IT untuk Menguasai Mufradat Bahasa Arab. *AL-Lisan: Jurnal Bahasa (e-Journal)*, *4*, 133–147.

Hasnida, S. S., Adrian, R., & Siagian, N. A. (2023). Tranformasi Pendidikan Di Era Digital. *Jurnal Bintang Pendidikan Indonesia*, *2*(1), 110–116. https://doi.org/10.55606/jubpi.v2i1.2488

Huda, V. H., Jumhana, N., & Faroji, A. (2023). *Penggunaan Model Pembelajaran Kontekstual Teaching and Learning (CTL) untuk Meningkatkan Maharah Kalam Pada Siswa di MTS AL-Hidayah Ciomas Serang*. 1106–1114.

Huwaiza, S. I., Inayah, I., & Susanti, S. S. (2025). Ta'tsiru Namudaj Al-Ta'allum Al-Qaaim 'Ala Al-Musykilaat (PBL) Li Qudrati Fahmi Al-Qawaid Al-Lughowiyyah. *Lughawiyyā t: Jurnal Pendidikan Bahasa Dan Sastra Arab*, *8*(2), 228–254. https://doi.org/10.38073/lughawiyyat.v8i2.2916

Hyun, C. C., Wijayanti, L. M., & Asbari, M. (2020). Implementation of Contextual Teaching and Learning (CTL) to Improve the Concept and Practice of Love for Faith-Learning Integration. *International Journal of Control and Automation*, *13*(February), 365–383.

Inayah, I., Husna, M. A., Bahruddin, U., & Sa'adah, F. (2023). Ikhtibār Mi'yār al-Kafā'ah fī al-Lugah al-ʿArabiyyah bi- Mutaṣaffiḥ al-Imtiḥān al-Āmin fī Jāmiʿah Walisongo al- Islāmiyyah al-Ḥukūmiyyah Semarang. *LISANIA: Journal of Arabic Education and Literature*, *7*(2), 198–216. https://doi.org/http://dx.doi.org/10.18326/lisania.v7i2.198-216

Inayah, I., Setiawan, A. Y. I., Sujai, S., Aini, T. Q., & Waemamu, W. (2025). The Suitability of the Tiktok Application in Qira'ah Shamitah Learning (Case Study of Students at Walisongo State Islamic University Semarang). *JALIE: Journal of Applied Linguistics and Islamic Education*, *9*(2), 231–262. https://doi.org/10.33754/jalie.v9i2.1702

Inayah, M. P. (2025). Pengembangan Media Pembelajaran Melalui Canva pada Ketrampilan Bahasa Asing. In A. Wijayanto, Yelia, E. Iftanti, E. Saputro, & E. Ulyana (Eds.), *Inspirasi Metode Mengajar Bahasa Inggris Menuju Indonesia Emas 2045* (1st ed., pp. 169–177).

Akademia Pustaka. https://vicreg.com/publication/141025/

Jamilah, M. (2024). Quo Vadis Pendidikan Bahasa Arab di Indonesia antara Tantangan dan Prospek Kedepan. *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan (JKPPK)*, *2*(April), 227–238. https://doi.org/https://doi.org/10.59031/jkppk.v2i2.624

Kiptiyana, Inayah, I., Zun, E. D. F., & Waemamu, W. (2026). Efficacy of Role Play Method Through Communication and Critical Thinking Approach in Arabic Reading Skills. *Mantiqu Tayr: Journal of Arabic Language*, *6*(1), 65–88. https://doi.org/10.25217/mantiqutayr.v6i1.7070

Mahmoud Alenazi, A. (2023). The Effect of Social Media on Arabic Vocabulary in the Saudi Society. *Arab World English Journal*, *299*, 1–24. https://doi.org/10.24093/awej/th.299

Muna, L. N., Inayah, I., Zulaikhah, Z., & Mufidah, M. (2026). Enthusiasm and Participation in Arabic Language Learning: A Qualitative Case Study in an Islamic Primary School Based on Curran's Theory. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, *7*(1), 112–138. https://doi.org/10.19105/ajpba.v7i1.22830

Musannadah, S., & Jannah, S. N. (2022). The Application of Canva as Interactive Media in 21st Century Learning. *SHEs: Conference Series*, *5*(6), 72–80.

Muyasaroh, W., Purnama, B. B., Setiyawan, A., Muyasiroh, W., Armyni, D., & Azhar, S. B. (2025). Mastering Arabic Through the Contextual Teaching and Learning Model at Thamavitya Mulniti School Thailand. *International Journal of Arabic Language Teaching*, *7*(01), 110–125. https://doi.org/10.32332/ijalt.v7i01.10092

Nabila, K., Inayah, I., Husna, M. A., Habibi, A., & Ismail, I. (2025). Tāthbīq Nāmūdhāj āt-Tā'āllum āl-Qā'īm 'ālā āl-Māshārī' bīī-Istīkhdām Wāsāīth Powtoon līī-Tāhsīn Māhārāt āl-kālām Lādāy āt-Tullāb. *Mantiqu Tayr: Journal of Arabic Language*, *5*(2), 183–205. https://doi.org/10.25217/mantiqutayr.v5i2.5815

Nisa, K., Sumantri, M. S., & Kurniawan, M. B. (2019). Inovasi Guru Dalam Menciptakan Pembelajaran Bahasa Indonesia Yang Kreatif Dan Menyenangkan. *Jurnal Nizhamiyah*, *2*(1), 38. https://doi.org/10.30821/niz.v14i1.3661

Nurhaswinda, Zulkifli, A., Gusniati, J., Zulefni, M. S., Afendi, R. A., Asni, W., & Fitriani, Y. (2025). Tutorial uji normalitas dan uji homogenitas dengan menggunakan aplikasi SPSS. *Jurnal Cahaya Nusantara*, *1*(2), 55–68.

Putra, L. D., Arlinsyah, N. D., Ridho, F. R., Syaqifa, A. N., & Annisa, K. (2024). Pemanfaatan Wordwall pada Model Game Based Learning terhadap Digitalisasi Pendidikan Sekolah Dasar. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, *12*(1), 81–95.

Rahmayanti, I., Anshory, A. M. Al, Taufiqurrochman, R., & Muhamad, S. (2023). Penggunaan Canva sebagai Media Pembelajaran Keterampilan Membaca Bahasa Arab Siswa Kelas X di MAN Kota Batu. *Palapa*, *11*(2), 647–664. https://doi.org/10.36088/palapa.v11i2.3612

Robi'ah, S., Shodiq, M. J., Tukimin, T., & Astuti, H. (2023). Development of interactive multimedia for Arabic vocabulary learning through Android applications. *International Journal of Arabic Language Teaching*, *5*(02), 301. https://doi.org/10.32332/ijalt.v5i02.7957

Saputra, A., Mulyadiprana, A., & Indihadi, D. (2017). Penggunaan Media Pop-up sebagai Peningkatan Keterampilan Menulis Karangan Narasi Ekspositorik. *PEDADIDAKTKA : Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *4*(2), 76–84.

Setiawan, A. Y. I., Inayah, I., Muhtar, M. I., Saputra, F. A., & Samra, A. J. A. (2024). Sarf Ibtida'iy Assessment with Opexams Among University Students Based on Artificial Intelligence. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *12*(2), 373–392. https://doi.org/10.23971/altarib.v12i2.8680

Sofiyah, D., Inayah, I., Fatimatuzzahro, & Waemamu, W. (2025). The Effectiveness of Problem-Based Learning on Syarh Mukhtashar Jiddan Through Critical Thinking Approach / Fa'aliyyah al-Ta'allum al-Qa'im 'ala al-Musykilah li-Syarkh Mukhtasar Jiddan Bina'an 'ala

Copyright © 2026 The Author(s)

Manhaj al-Tafkir al-Naqdi. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *17*(2), 405–432. https://doi.org/10.24042/rhwz8r48

Triani, & Putra, S. (2023). Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) pada Mata Pelajaran Bahasa Arab. *Nusantara: Jurnal Pendidikan Indonesia*, *3*(3), 733–754. https://doi.org/https://doi.org/10.14421/njpi.2023.v3i3-19

Wildatul Muyasaroh, Boby Bagas Purnama, Agung Setiyawan, Wildatul Muyasiroh, Dika Armyni, & Shamimi Binti Azhar. (2025). Mastering Arabic Through the Contextual Teaching and Learning Model at Thamavitya Mulniti School Thailand. *International Journal of Arabic Language Teaching*, *7*(01), 110–125. https://doi.org/10.32332/ijalt.v7i01.10092

Zain, N. S., Inayah, I., & Samra, A. N. J. A. (2025). Bilingual Education and Arabic Language Learning: A Study of Merdeka Curriculum Practices in Indonesian Madrasah. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *12*(2), 273–287. https://doi.org/10.15408/a.v12i2.48659

Zebua, N. (2024). Potensi Aplikasi Canva Sebagai Media Pembelajaran Praktis Bagi Guru dan Potensi Aplikasi Canva Sebagai Media Pembelajaran Praktis Bagi Guru dan Peserta Didik. *EDUCATIVO: Jurnal Pendidikan*, *June 2023*. https://doi.org/10.56248/educativo.v2i1.127

Zulkepli, M. K. A., & Hamid, M. Z. A. (2024). Innovative Arabic Vocabulary Learning: The Role of Canva in Modern Education. *International Journal Of Research and Innovation in Social Science (IJRISS)*, *VII*(2454), 1175–1189. https://doi.org/10.47772/IJRISS

--- This page is intentionally left blank---