

## THE EFFECTIVENESS OF CANVA-BASED PJBL MODEL IN INCREASING STUDENTS' MAHĀRAH KITĀBAH

Zaimatuz Zakiyah<sup>1\*</sup>, Rahmawati Rahmawati<sup>2</sup>, Fauzana Annova<sup>3</sup>  
<sup>1,2,3</sup> **Fakultas Tarbiyah dan Keguruan, UIN Imam Bonjol Padang**  
\*zaimatuzzakiyah881137@gmail.com

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### ABSTRACT

Writing is considered a very complex activity because it involves at least two aspects: forming letters, mastering spelling, and generating thoughts and feelings in Arabic writing. This research aims to determine the effectiveness of the Canva-based Project Based Learning (PJBL) model in increasing students' *mahārah kitābah*. For this reason, this research was carried out using a quasi-experiment method type one group pre-test post-test. The experiment was held in the PAI class F study program for the 2023/2024 academic year with 42 students. In this regard, primary data in this study was obtained using test techniques. The secondary data was obtained from observation, interviews, and documentation. The collected data was analyzed using the paired sample t-test technique to determine the significance of the effect of the method and the N-Gain test to determine the level of effectiveness. The research results show that the Canva-based PJBL model significantly affects students' *mahārah kitābah* with a sig (2-tailed) value of 0.000. Apart from that, this method is effective with a high effectiveness, namely 0.79. Thus, the Canva-based PJBL model is one of the appropriate learning models to be implemented in *mahārah kitābah* learning because it can develop initiative and creativity to find, collect, process, and organize information presented in quality written form.

**Keywords:** Canva, learning model, *mahārah kitābah*, project based learning

### A. INTRODUCTION

The ability to write in Arabic (*mahārah kitābah*), as in other languages, is a very important skill in academic and professional contexts (J. Yusuf et al., 2019). Arabic has a distinctive grammatical structure, vocabulary and writing style, which requires practice (Rafsanjani et al., 2022) and a special learning model to master well (Adawiyah & Jennah, 2023). In many educational institutions, traditional teaching methods often focus on conventional writing exercises where lecturers ask students to write according to the basic competencies in the curriculum. Once completed, students' writing is collected, proofread, and graded, which can be less interesting. As a result, students' *mahārah kitābah* is very low (Wismanto et al., 2022).

Project Based Learning (PjBL) is a learning method that emphasizes students' active involvement in relevant and real projects (Kamaruddin et al., 2024). PBL encourages students to apply their knowledge in practical contexts, which can improve their understanding and skills in depth (Ginanjar et al., 2021). This approach also encourages the development of critical skills such as problem solving, collaboration and creativity (Fitriyah & Ramadani, 2021).

Furthermore, in the 21st century, the world of education is challenged to be able to keep up with the times, where almost all activities require technology that can facilitate access to information and new communication patterns (Wijaya et al., 2016). This requires educators to be able to create technology-based learning content which we

know as ICT (Information and Communication). In other words, this progress changes the learning and learning process (Rahmadi et al., 2018) to prepare generations of Indonesian people, one of which is through the world of education by developing learning systems (Darman, 2017). 21st century learning is an implication of societal developments from time to time. An informative society is characterized by the development of digitalization (Syahputra, 2018). So, with the development of digitalization which is increasingly rapid and really supports the world of education, it requires all teachers, students and even parents to be literate in technology and communication media (Astini, 2020). In this regard, the development of human civilization has now moved towards the era of society 5.0 (society 5.0) where all technology is part of humans themselves. In other words, technology is not only used as a means to obtain information, but is also used in living life. Therefore, the demands of the 21st century are balanced with the needs of the 21st century, which are known as the 4Cs (critical thinking, communication, collaboration and creativity) (Anwar, 2022).

Canva, a web-based graphic design platform, provides a variety of tools and templates that make it easy for users to create attractive visual materials, such as posters, infographics and presentations. With a user-friendly interface and various features, Canva allows students to present ideas and information visually in a creative and professional way (*Situs Web | Desain Website Gratis Tanpa Coding di Canva*, n.d.). The integration of Canva in PBL for Arabic language learning can provide an innovative and interesting approach to improving Arabic writing skills.

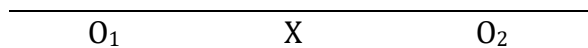
Several previous studies implemented the Canva-based PJBL model, such as that carried out by (Nasution, 2024) who found that this model was effective in improving the pedagogical and technical skills of prospective elementary school teachers who were taking undergraduate programs at FKIP UMN Alwashliyah. Apart from that, this model can also facilitate the development of creativity, collaboration abilities, information and communication technology skills which are very important in the modern educational era. Meanwhile (Salam & Wahyuni, 2021) uses a Canva-based PJBL model in the Pancasila course. This research found that the Canva-based PJBL model can increase students' creativity and critical thinking abilities. Meanwhile, (Nurfathurrahmah et al., 2024) developed a practical e-guide in the Biology Education study program at Nggusuwaru University. This development has proven to be suitable for use because it is able to improve 21st century learning. This learning model is also implemented by (Siswanjaya, 2021) in English language learning in junior high schools. The research found that this model was able to improve students' English writing skills and motivation. In learning Arabic at UIN Imam Bonjol Padang, the PJBL model has been proven to be able to improve students' *Nahwu* learning outcomes, as per research conducted by (Lestari et al., 2024) and (Febriani et al., 2023).

This experimental research aims to implement the Canva-based PjBL model and determine its effectiveness in improving the *mahārah kitābah* of students in the second semester of the PAI F FTK UIN Imam Bonjol Padang study program for the 2023/2024 academic year. In this regard, this research contributes both theoretically and practically to the use of the Canva-based PjBL model in learning *mahārah kitābah* and is expected to be an alternative learning approach that can help lecturers in improving

students' *mahārah kitābah*. In addition, this model is expected to be able to help students increase their creativity and skills in using learning technology.

**B. METHODOLOGY**

Furthermore, the research method in this study is a quasi-experimental method because researchers cannot fully control external variables that influence the course of the experiment (A. M. Yusuf, 2015). In line with this, the researcher also designed this research in the form of a one group pre-test post-test. The following is a picture of the research design:



**Figure 1.**One Group Pre-Test Post-Test

:

Description:

O : Pre-test dan Post-test

X : Treatment

The approach used in this research is a quantitative approach because the data in this research is in the form of numbers and uses statistical analysis (Sugiyono, 2018). In this regard, the data in this research consists of two types, namely primary data and secondary data. In this case, primary data was obtained from the *mahārah kitābah* learning results of students in the second semester of the PAI F study program for the 2023/2024 academic year, totaling 42 students. The sample was taken using a total sampling technique. In this case, Sugiyono stated that if the population is less than 100, then all members of the population should be sampled (Nurkamariah & Zakiyah, 2021). Meanwhile, secondary data was collected observation techniques, unstructured interviews, tests and documentation.

Participant observation was used to observe students' attitudes during the lecture and to make the observations more focused, the researcher provided an observation sheet as an instrument. The unstructured interview was to ask students' responses regarding the application of the PjBL model in lectures. The researcher also used an interview guide and voice recorder so that the interview ran smoothly. Meanwhile, tests are the main technique used to obtain data regarding *mahārah kitābah* because tests are used in order to measure and assess the field of education (Kadir, 2015). Meanwhile, documentation takes the form of pictures of the learning process and student data.

The collected data is analyzed first through a data analysis prerequisite test in the form of a normality test to determine whether the data is normally distributed or not (Noor, 2012) using the Kolmogorof Smrinov technique and a homogeneity test to show that the groups come from the same variance (Sumanto, 2014) using the one -way anova. After that, proceed with hypothesis testing using paired sample t-test. After that, proceed with hypothesis testing using paired sample t-test and effectiveness testing using N-Gain with the help of SPSS which can be calculated using the categorization in table 1 (Hake, 1999).



**Table 1.** N-Gain Categorization

Average N-Gain	Categories
$G > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$G < 0,3$	Low

Meanwhile, the division of N-gain categories in the form of percent (%) can refer to the table 2.

**Table 2.** N-Gain Effectiveness Interpretation Category

Percentage (%)	Description
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Effective enough
> 76	Effective

### C. RESULT AND DISCUSSION

#### Implementation of the Canva-Based PjBL Model in the *Kitābah* Course

*Kitābah* lectures in the PAI study program are taught in the “Qira'ah wa Kitabah” course. This means that there are two skills to be achieved, namely reading and writing skills in Arabic. The writing skills begin with studying one of the themes in the previously studied reading text, namely "أَهْمِيَّةُ التَّعْلِيمِ لِإِسْتِعْدَادِ الْعَمَلِ" (The Urgency of Deep Learning Preparing for a Career” and after studying the Arabic grammar rules material in the form of *الجملة* (sentences) *Kitābah* lectures use the Canva-based PjBL model begins with two questions, namely "what are your goals?" and "How will you achieve these goals?".

After that, students answered the two questions in Indonesian. Then, students translated it into Arabic. To increase student creativity, assignments are created in the form of graphic designs using Canva. These student projects can be seen at the following link:

<https://drive.google.com/drive/folders/1OPiL2mN7wivNai7rTIIj3FAYZH5CJPLh>. One of the result can be seen in figure 2.



**Figure 2.** PjBL Result

## The Influence of the Canva-Based PjBL Model on Students' *Mahārah Kitābah*

### 1. Data Descriptive Statistics

There are three aspects of the *kitābah*, namely *imla'*, *khat*, and *insha'*. In this research, the aspect of the *kitābah* that is assessed is *insha'*, namely *insha' muwajjah*. This means that in writing activities students are given the freedom to choose words, grammatical, which starts from writing simple sentences and then develops into several sentences (Zunaidah et al., 2023). Therefore, the indicators for assessing this aspect are word choice, grammar and written content (Munip, 2017). An overview of students' Arabic learning outcomes data can be seen in the table 3.

**Table 3.** Descriptive Statistics of Students' *Mahārah Kitābah* Learning Outcome Data

No	Learning Outcome	N	Min	Max	Average
1	<i>Pre-Test</i>	42	5	11	7.8
2	<i>Post-Test</i>	42	11	14	12.3

Table 3 describes the general learning outcomes of the experimental class. This data was obtained from the pre-test and post-test. The lowest score in the pre-test for the experimental class was 5, while in the post-test it increased to 11. This score increased by 6 points after the Canva-based PjBL model was implemented. The increase in points also occurred for the highest scores in each type of test, namely 11 to 14 points respectively. This means that the value increases by 3 points. The implications of implementing this method can also be seen from the increase in the average pre-test and post-test scores from 7.8 to 12.3. Thus, it is known that the Canva-based PjBL model can improve the *mahārah kitābah* of students in the second semester of the PAI F FTK UIN Imam Bonjol Padang academic year 2023/2024.

### 2. Data Analysis Prerequisite Tests: Normality Test and Homogeneity Test

Before the parametric test is carried out, the data that has been collected is tested for normality and homogeneity first as a requirement. Where the data must be normally distributed and have homogeneous variance. The normality test in this research was carried out using the Kolmogorov Smirnov technique and the homogeneity test using the one-way ANOVA technique using IBM SPSS 24. The results of the normality test can be seen in the table 4.

**Table 4.** Normality Test Result

No	Data	N	Sig.	Description
1	Kelas Eksperimen	42	0,567	Normal

Table 4 shows the results of the pre-test and post-test normality tests for the experimental class. The results of the normality test on experimental class data have a significance value of 0.567. This value is  $\geq 0.05$ , meaning that the data in the experimental class and control class are normally distributed.

Meanwhile, the results of the homogeneity test of pre-test and post-test data for the experimental class are in table 5, namely:

**Table 5. Homogeneity test result**

No	Data	Sig.	Description
1	Pre-test	0,1	Homogen

Table 5 proves the results of the homogeneity test of experimental class data, both pre-test and post-test data. Both data have a significance value of 0.1 which is  $\geq 0.05$ . Thus, the pre-test and post-test data for the experimental class have homogeneous variance. So, the t test, which in this research is a psired sample t-test, can be carried out.

### 3. Paired Sample T-Test

This test was carried out to find the significance value of the pre-test and post-test for the experimental class. The results of the paired sample t-test can be found in table 6, as follows:

**Table 6. Paired Sample T-Test Result**

No	Data	Mean	Sig. (2 tailed)	Description
1	Pre-Test	7.8	0,000	Significant
2	Post-Test	12.3		

Table 6 is the results of the paired sample t-test for the experimental class after being given treatment. Sig value. (2 tailed) in the pre-test and post-test for the experimental class was 0.000 which was  $< 0.05$  so  $H_a$  was accepted. This means that there is a significant difference between the pre-test and post-test of the experimental class using the Canva-based PjBL model.

### The Effectiveness of the Canva-based PjBL Model in Increasing *Mahārah Kitābah*

To determine the effectiveness of the Canva-based PjBL Model, an N-Gain score test was carried out on the pre-test and post-test scores of the experimental class. The results of this test can be seen in the table 7.

**Table 7. N-Gain Score Result**

No	Data	Mean	Category
1	N-Gain Score	0.8	High

Table 7 shows the N-Gain Score pre-test and post-test experimental class. It is known that the N-Gain value is 0.80. This means that the level of effectiveness of the model is included in the high category. Researchers also analyzed the N-Gain Score percentage to obtain interpretation categories, as listed in table 8, namely:

**Table 8. Kategori Tafsiran Efektivitas N-Gain Score**

No	Data	Percentage (%)	Description
1	Experimental Class	80%	Effective

Based on table 8 which shows the categories of interpretation of the effectiveness of the experimental class N-Gain Score. The N-Gain Score of the experimental class is included in the effective. So, it can be concluded that the Canva-based PjBL model is effective in increasing the *mahārah kitābah* of students in the second semester of the PAI F FTK UIN Imam Bonjol Padang academic year 2023/2024.

#### D. CONCLUSION

This research concludes that the integration of Canva in Project Based Learning to improve Arabic writing skills offers an innovative and effective approach. By combining visual design elements and project-based learning, students can develop their Arabic writing skills in a more engaging and relevant way. Canva-based PBL not only helps improve students' writing skills but also provides additional skills in visual design and communication that are valuable in today's digital era. In this regard, this research is a one group pre-test post-test type experimental research therefore the results of this research cannot be generalized to other classes. However, this research recommends further research to test the effectiveness of the PjBL model in the classroom and even in other study programs.

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