IMPLEMENTATION OF CANVA-BASED INTERACTIVE GAMES IN INCREASING STUDENTS' INTEREST IN LEARNING ARABIC AT MTSN 1 MEDAN-NORTH SUMATERA

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ABSTRACT

The low interest in learning Arabic is one of the problems in learning Arabic. Interest in learning Arabic has a very important role in supporting the abilities of the four maharah in Arabic. The purpose of this study is to provide a solution to the low interest in learning Arabic of class VII-D MTsn 1 Medan students through the implementation of interactive games based on canva. The research method used in this study is a qualitative method with a descriptive qualitative approach, while data collection techniques use interviews, observations and documentation. The results of the study indicate that the implementation of interactive games based on canva has a very important role in increasing the interest in learning Arabic of class VII-D MTsn 1 Medan students, through the implementation of interactive games based on canva students become more active and enthusiastic in learning Arabic this is shown through the results of observations and interviews with students and Arabic teachers.

Keywords: *Learning Interest, Interactive Game, Canva*

Introduction

Arabic has a very important role in shaping the ability to communicate with foreign languages. The ability to communicate is applied into an Arabic language learning process found in various formal and non-formal educational institutions. Therefore, in terms of educators must be able to implement various methods, media, strategies in learning Arabic in order to make it easier for students to form language skills to the maximum. Learning interest has a very important role in learning to determine each student's ability to master learning well. (Archu, 2019). However, the fact that often occurs today is that interest in learning which has an important position in an Arabic language learning becomes one of the problems that exist in this learning. Currently, there are many schools that have problems with low student interest in learning Arabic language. (Ariyanti et al., 2021).

Low interest in learning Arabic can be overcome by various efforts, one of which is the use of interesting learning media by Arabic language teachers.(S. Nasution et al., 2024).. One of the elements that facilitate learning and ensure learning activities are carried out effectively is learning media. The use of appropriate teaching materials is one of the key components of successful learning. (Liskinasih et al., 2023).. One of the interesting learning media today is the use of technology-based learning media. In line with the rapid advancement of information technology. The impact of information and communication technology on the educational landscape is related to the trend towards more open and media-based learning styles. An active and more ideal learning environment is generated by moving from a traditional classroom environment to one that uses technology-based learning materials. This increases students' interest in learning, which in turn influences the development of their potential, including their traits, teamwork, creativity, critical thinking and problem-solving abilities. (Nasrulloh et al., n.d.).

Based on the problems found by researchers through direct observation and interviews in the research field, namely MTSN 1 Medan, researchers found that the interest in learning Arabic at the school is fairly low. There are still a lot of students of class VII-D MTSN 1 Medan who do not like Arabic lessons on the grounds that they are difficult and boring, this was found by researchers through interviews with several students at the research site. Therefore, as for a solution provided by researchers in the

problem of low interest in learning Arabic, namely by applying interactive game learning media based on Canva. The reason researchers choose this learning media is because the times are increasingly sophisticated and children are familiar with technology, considering that students are familiar with technology and are more interested in all technology-based activities, researchers make technology-based learning media as a solution to existing problems.

In line with the topic of this research, there are a number of previous studies, including Nelpia Manangin mentioned, canva-based learning media is very effective in learning through the use of attractive images, colors, and fonts that can captivate students' attention and interest in learning Arabic. (Manangin et al., 2024).. As for the research conducted by Nurul Mahfuzatul, it is stated that the use of canva-based learning media is a practical strategy in increasing students' interest and learning outcomes in Arabic language learning. There are many learning media that can be created through canva, be it material in the form of power points, learning videos or games. (Mahfuzatul, 2023).

According to Septy Nurfadhillah in her research, it is stated that through the media, educators will find it easier to convey material in the teaching and learning process and students will have an attraction if the media used by the teacher is interesting. (Nurfadhillah et al., 2021).. Therefore, researchers make learning media to overcome one of the problems of learning Arabic, namely the low interest in learning Arabic in class VII-D at MTSN 1 Medan. Based on several previous studies, this research aims to describe the implementation of canva-based interactive game media in supporting students' interest in learning Arabic in class VII-D at MTSN 1 Medan.

Literature Review
A. Learning Interest

The word interest in learning consists of two syllables, namely interest and learning. The word interest can be interpreted as enthusiasm, inclination, or having a strong desire for something.(Rahim et al., 2021). Interest can also be interpreted as a sense of preference, a sense of interest, attention, focus, perseverance, effort, skill, knowledge, motivation, behavior regulator, and also the result of a person's or individual's interaction with something content or with an activity.(Nurhasanah & Sobandi, 2016)Interest can also be interpreted

as a high inclination towards something, desire and passion, while interest can be defined as having or showing interest, inclination towards, wanting or going to.(Andi, 2019).

Several theories about interest according to previous researchers. In the Big Indonesian Dictionary, the word interest is the inclination of the heart towards something, having a passion and also a desire for something, according to Mahfudz Salahuddin in Andi Achru interest is attention in which there are elements of feeling, while according to Soegenda Poerbakawatja and Harahap in Andi Achru interest is the willingness of the human soul which is active to accept something from outside, The Liang Gie in Andi Achru also provides the most basic understanding of interest according to him interest means being busy, interested, or also involved with an activity because he realizes the importance of the activity.(Andi, 2019).

The conclusion that can be drawn from the above theories about the definition of interest is the inclination of the heart, interest, desire, and willingness of a person's soul that arises when a person likes or is attracted to an activity that makes him want to do or do the activity without coercion, and the acceptance of someone busy with the work is also the definition of the word interest.

Learning is a process of activities that are deliberately carried out to make a change in human attitudes and behavior that is different from before or after the start of the learning process and has carried out similar actions that are permanent in nature.(Setiawati, 2018). Learning can also be interpreted as a change in human abilities that is permanent in nature that occurs in human abilities as a result of experiences as learners and interactions that learners make with the world (Faizah & Kamal, 2018).(Faizah & Kamal, 2024)..

According to what has been developed by experts, the word learning has many kinds of theories in it such as, according to William H. Burton written in his book The Guidance of Learning Activities learning is a change in behavior that occurs in humans caused by the interaction of individuals with one another, and also between individuals and the surrounding environment so that these individuals are able to interact with the surrounding environment.(Button, n.d.). H.C. Witherington in his book Educational Psychology in Haizatul and Rahmat according to him learning is a change that occurs in humans that expresses itself as a new pattern and also a reaction in the form of skills, attitudes, habits, and also personality or an understanding (Faizah & Kamal, 2015).(Faizah & Kamal, 2024).

Meanwhile, according to Walker in Haizatul and Rahmat, learning is a change that occurs due to the implementation of tasks that occur and become the result of experience and are not related to spiritual maturity, fatigue, motivation, and changes in stimulus situations or other vague factors that are not related to learning activities. According to Winkel in Haizatul and Rahmat, learning is a mental or psychological activity that takes place in active interaction with the environment, and obtains results in the form of changes in knowledge, understanding, skills, and also attitude values, and these changes are relative and imprinted or leave traces.(Faizah & Kamal, 2024).

The conclusion that can be drawn from some of the theories above is that learning is an activity that occurs due to the interaction of individuals with individuals or individuals with groups whose results can change human attitudes or behavior and change human knowledge from not knowing to knowing as a result of the learning process, and the results are imprinted or leave traces and learning can also be obtained from experience and learning is not bound by spiritual maturity and motivation.

Interest in learning is a driving force that exists in each individual who aims to carry out learning activities that aim to increase knowledge and skills and experience, the growth of interest is due to an individual's desire to know or understand something, and encourage and direct the individual's interest in learning to be more serious in learning.(Andi, 2019). Learning interest according to Clayton Aldelfer in Andi Achru is the desire that arises in students in carrying out learning activities with a desire to achieve the best possible achievement.(Andi, 2019).

Interest in learning also does not depend on individual ability alone, but can also depend on whether the individual chooses mastery goals or learning goals with a focus on learning a new skill well or aiming to demonstrate or show the skills possessed to others.(Andi, 2019). According to Silfitrah and Wahyuni in Abdul Rahim, et al. Interest in learning is an arising and consistent desire to observe and participate in the process stage of learning activities, and according to Abu Ahmadi and Joko Tri in Abdul Rahim, et al. The interest of people who learn due to interest, the learning outcomes obtained are positive and people who learn without any interest in themselves, the results are negative.(Rahim et al., 2021).

According to Vini, et al. In Abdul Rahim, et al. In developing interest in learning, students must first show their interest in the material to be taught by the teacher, because interest is an attention that includes an emotional component, the existence of interest also has a significant impact on the

student's attitude, and can affect one's behavior, and the existence of interest can affect one's behavior.(Rahim et al., 2021).

The conclusion that can be drawn from some of the theories above is that interest in learning is the desire of the heart that arises to carry out activities that get results from the activity of the relationship between individuals and individuals or groups where these activities obtain knowledge that imprints or leaves traces, these activities can also be obtained from one's own experience or also the experience of others, and carry out these activities willingly and without coercion.

B. Interactive Educational Game (*Edugame*)

Educational games (Edugame) are digital games designed or created to expand experience or knowledge or advance education to support teaching and learning activities, edugames are usually designed using interactive multimedia technology.(Nugraheny & Destiranti, 2017).. Educational games must have several criteria such as: *Overall Value, Usability*, *Accuracy*, *Appropriateness*, *Relevance*, *Objectives*, *Feedback* (Nugraheny & *Destiranti*, 2017).(Nugraheny & Destiranti, 2017).

Interactive games are a game in which there are many participants involved in the game process, interactive games aim to stimulate to be more active and creative, the creative activities in question are those related to the creation, production and distribution of computer and video games that are entertainment, dexterity, and also education. Interactive games are not dominated only as entertainment, but interactive games are designed or made as a tool or educational tool.(Sutopo, 2003).

Interactive according to Warsita in Darmawanty and Sahat is two-way communication. The components that exist in interactive multimedia communication are the relationship between product users and computers or what is commonly called *software* or applications, thus the *software* or application used, it is hoped that a two-way relationship will occur between the user and the *software* or application used as interactive media.(Tarigan & Siagian, 2015).

The conclusion that can be drawn from the theory above is that interactive educational games are games or games designed using the internet or multimedia technology, interactive educational games are created or designed to expand or advance education so that learning media is more fun and varied. Interactive educational games are games designed where users will have a two-way relationship with the media and are designed using multimedia.

Research Methods

Relevant research is research that is in accordance with the use of research methods, therefore research methods are one of the keys to the success or failure of a study. Qualitative research method is the research method used in this research, through a descriptive qualitative approach that will clearly describe what happened in the research field. Qualitative research methods are defined as research conducted based on phenomena and the results given are described in the form of analysis and theory, rather than numbers (Sugiyono, 2016).

The data collection techniques used in this research are *first*, observation conducted in the research field, namely MTSN 1 Medan on November 20, 2024; *Second*, interviews conducted with Arabic language teachers and students as sources in the research, and finally documentation techniques related to various research activities.

Results And Discussion

A. Interest in Arabic Language Learning of VII-D Students at MtsN 1 Medan

The results of interviews conducted with five students of class VII D MTSN 1 Medan, namely Fathiya, Khansa, Irgi, Farraz, and also Daffa. According to them: *Arabic lessons are a difficult language because to master Arabic lessons it must be strong in memorizing because the basis for mastering Arabic must memorize mufordat, because if you do not memorize mufrodat will have difficulty in writing Arabic. But Arabic lessons can be easy if serious and diligent in learning.*

The results of the researcher's observation data also provide results that students and students of class VII-D Mtsn 1 Medan do not like Arabic lessons because most teachers only provide monotonous material such as delivering material and only giving assignments and without any games or quizzes at the end of closing the lesson. And after researching students also prefer if the learning is varied such as there are pictures when providing material or creative teaching videos that will make students more enthusiastic and active again.

According to information obtained from interviews with Mrs. Hawa, who is one of the active Arabic language teachers at Mtsn 1 Medan, it is true that students and students of Mtsn 1 Medan are more interested if the lesson is carried out by holding quizzes with the quiz students and students are more active and compete to answer the quiz. The quiz that Mrs. Hawa usually does still uses makeshift media such as using cards and is called a word game. How to play it is like students will first be given some vocabulary then pronounced

for a few minutes, then the teacher tells the students to line up one banjar to the front then the teacher mentions Indonesian from the mufrodat word to the students. students who know the answer will answer, while those who do not know will be passed to the back.

Arabic is a language or sentence used by Arabs to express the thoughts or feelings they keep, or Arabic is a means of communication used by the community, especially those in the Arab region, and Arabic is also the language of Muslims and the language used in the Qur'an, the book revealed directly by God. (Pauseh et al., 2022).. Learning is an activity in which there are educators and students who are in the process of learning and teaching by utilizing existing and relevant learning resources and referring to the applicable curriculum. (N. S. Nasution & Lubis, 2023)..

Arabic language learning is an activity that involves educators and students in mastering Arabic or the language used by people who live in the Arab region in conveying messages in the form of their thoughts or feelings, Arabic language learning also uses media such as books or other learning resources, and refers to the curriculum that applies when the learning process takes place.

Arabic lessons are difficult lessons, some students do not like Arabic lessons, the following reasons for students not liking Arabic are first due to the initial impression that the student received about Arabic which was wrong and made the student dislike Arabic, second due to the lack of support received by the student both from the family and from the outside environment, and third according to the student Arabic is not interesting in its use (Arief, 2020).

According to Fathiya, Khansa, Irgi, Farraz, and also Daffa more or less, Arabic can be used as a favorite lesson if Arabic is easy to understand, master and also become a fun lesson. Factors that can make Arabic lessons easy to learn and fun if the subject teacher is able to work and be creative in making Arabic teaching media cool and easy to understand, especially for students who are unfamiliar or new to learning Arabic.

According to Fathiya, Khansa, Irgi, Farraz, and also Daffa, Arabic lessons will be fun, if the teacher explains the material using a laptop and infocus because using a laptop and infocus will be more interesting because it includes pictures, and according to them if it is included with quizzes that present quizzes that are cool it will further increase students' desire to learn, and they also explained that they were not interested in teaching methods that were only monotonous doing assignments without any explanation at the beginning

and making the class will be inactive and not conducive because an inactive class will make students bored and sleepy.

The conclusion that can be drawn from the results of the interview above is that according to students and students of class VII-D Mtsn 1 Medan Arabic lessons are not that bad, it's just that many do not like Arabic because of the way the teacher invites students and students to like and start the lesson. If only the teachers were able to adjust the Arabic lessons to what the students wanted and the students might be able to make the students and students become interested and like the Arabic lessons.

B. Implementation of Canva-based Interactive Game in Class VII-D MTsn 1 Medan

Based on the results of the researcher's interview with class VII-D students when learning using canva-based interactive games was completed, the informant said *"I like it better when learning Arabic using infokus because there are pictures, especially when there is a quiz like earlier"*. Based on the words of the informant, the researcher concluded that the students of class VII-D were very interested in learning Arabic when using interactive games based on Canva. In addition, the researcher also interviewed the teacher after using the canva-based interactive game media, he said *"this interactive game is very good, students are very active and even different from usual. Students who initially did not respond to the lesson actually became active when using canva-based interactive games"*. Based on this, the researcher argues that through interactive games based on canva, it gives encouragement to students in class VII-D to be active during learning time.

The use of canva-based interactive game learning media gets a warm response given by students, this is in accordance with the results of researcher observations when canva-based interactive games are used in the student Arabic learning process. Through interesting learning media, students of class VII-D become more participatory and active so that learning looks fun and not boring, especially when the quiz session students are very curious to compete to give the correct answer so that a check mark appears in the interactive game.

The use of canva-based interactive game learning media in class VII-D MTsn 1 Medan aims to create an active, participatory, and interesting learning in supporting students' interest in learning Arabic. Therefore, researchers created this interactive game in such a way with a design that includes colors, interesting elements and materials that are in accordance with the Arabic language lessons of class VII-D students. Canva is an application that has

various functions and provides various interesting features and is suitable for use in creating learning media, especially Arabic. (Ramdhani et al., 2024)..

The implementation of canva-based interactive games in class VII-D MTsn 1 Medan is carried out with several steps applied in the Arabic language learning process in class. The steps are, *first,* the teacher still opens the learning process by praying and motivating students as a stimulus to remind students that learning Arabic is a process that is useful for life; *Second, the* teacher conveys Arabic learning material using power point media made from canva regarding introductory material; *Third, the* teacher provides a learning video as an example of introductory material in Arabic; *Fourth,* after completing the material students are given a quiz in the form of an interactive game through canva in which there are various questions about the material that has been studied. The interactive game used has various interesting displays such as, if students answer the wrong question, a cross will appear and if students choose the correct answer, a check mark will appear as a sign that the answer is correct.

Conclusion

Arabic language learning requires high interest in learning so that students are able to   understand learning well. Teachers have a very important role in creating interesting learning, be it through learning media, learning strategies or learning methods that suit the needs of their students. based on the problems that have been researched at MTsN 1 Medan regarding the low interest in learning class VII-D students towards Arabic language learning, then interactive games based on canva are the right solution in increasing the interest in learning Arabic language of class VII-D students. Based on the results of interviews and observations that have been conducted by researchers in the research field, it is concluded that the implementation of canva-based interactive games plays an important role in increasing students' interest in learning Arabic, this is evidenced by the statements of students who prefer interesting learning and student responses when canva-based interactive games are applied in the learning process.

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