Writing Assistance Through Canva Application for Class IX Students of SMP Mambaul Ihsan Gresik

Miftachul Ulum[1], Abdul Mun'im[2]
Institut Pesantren Sunan Drajat Lamongan, Indonesia

Email: drajatulum@insud.ac.id[1], munimkediri@gmail.com[2]

Abstrak: *Kegiatan Pengabdian kepada Masyarakat ini bertujuan untuk mengatasi beberapa permasalahan antara lain kurangnya kemampuan siswa dalam seni menulis Arab di kelas. Kesulitan mereka sebab kurang percaya diri dalam praktik menulis serta merasa tidak mudah untuk focus dan jenuh. Salah satu usaha yang dapat dilakukan oleh tim ini adalah mengajak siswa mengenal aplikasi Canva. Berdasarkan hasil kegiatan menunjukkan bahwa sebanyak 16 orang peserta telah mampu memahami materi menulis Arab. Materi-materi yang disajikan melalui aplikasi Canva memiliki daya tarik dan seni yang baik.*
.**Kata Kunci** : *Pembelajaran, menulis, Aplikasi,Canva*

Abstract: *This Community Service activity aims to overcome several problems, including the lack of students' ability in the art of Arabic writing in class. Their difficulties are due to their lack of confidence in writing practice and feeling that it is not easy to focus and get bored. One of the efforts that can be done by this team is to invite students to get to know the Canva application. Based on the results of the activity, it showed that as many as 16 participants were able to understand Arabic writing material. The materials presented through the Canva application have good appeal and artistry*
Keywords : *Teaching , Learning, Canva application*

INTRODUCTION

One of the activities of the Tridharma of Higher Education is the Community Service (PkM) activity. PkM activities cover several scopes namely (1) Development of Science, Technology and Arts (Science), (2) Dissemination of Science, Technology and Arts (Science), (3) Application of Science, Technology and Arts (Science), (4) Provision of assistance to the community, (5) Provision of professional services. This PkM activity is the application of science, technology and art (science and technology) and the provision of professional services (counseling/assistance) related to learning Middle School Arabic Writing.

Education is a process that includes three dimensions, the individual, society or national community of the individual, and all the contents of reality, both material and spiritual which play a role in determining the nature, fate, form of humans and society. All of these dimensions can work

harmoniously, of course, requires good communication. One very important element in communication in education is language. Language serves as an introduction to the lesson. Without good and correct language, the learning process will not run smoothly and learning objectives will be difficult to achieve.

Language learning is one of the requirements that is quite decisive in today's global competition, especially in mastering global languages, especially writing Arabic. Learning to write Arabic as a foreign language (English as a foreign language) in Indonesia can be given starting from the elementary school level (Herlina et al., 2019). Primary school students in Indonesia are on average in the age range of 6-12 years. The children attended elementary school for 6 years, from grade 1 to grade 6 (grade 1 to grade 6). Grades 1, 2 and 3 are categorized as lower grades, while grades 4, 5 and 6 are categorized as upper grades. Children who are in lower grades are between 6–8 years old, while children who are in high grades are in the age range between 9–12 years.

To improve the quality of Indonesian education, the government, especially the ministry of national education has launched a program called the "bilingual program" in which several subjects (mathematics, science, social, history, physical education to art education) and the flagship program are Arabic writing as the language of instruction and delivery of material. In keeping with these subjects, the bilingual program has been a significant breakthrough. The bilingual program means applying two languages in teaching the content of a subject (Asmprani & Santoso, 2014); (Margana & Sukarno, 2011).

Based on the results of observations made by the author at Mambaul Ihsan Middle School, this school will implement and implement a bilingual program. In order for the planned program to run as expected, the PkM team at Mambaul Ihsan Middle School will provide assistance in learning Arabic writing through the Canva application for students.

Assistance in PkM activities is provided to overcome some of the problems that exist, including students' lack of seriousness in participating in learning in Arabic writing classes. This is caused by some students who are less motivated to follow the learning process. They find it difficult to speak or lack confidence in pronouncing written Arabic and find it difficult to concentrate during the learning process and so on.

Based on the description that has been mentioned above, the purpose of this mentoring activity is to carry out Arabic writing learning assistance activities for Mambaul Ihsan Middle School Students through the Canva application.

The results of previous studies related to PkM activities include the results of research conducted by Alfian et al. (2022) entitled Canva Application-Based Audio Visual Learning Media. The purpose of this research is to develop audio-visual learning media based on the Canva application. This study uses a development research approach with initial analysis stages, material identification, product preparation, and testing. the results of the expert assessment, audio-visual learning media design based

on the Canva application obtained a score of 82.28 percent in the very feasible category. The results of limited student responses obtained a score of 86.73 percent with a very decent category. From the results of expert and student assessments, it shows that audio-visual learning media based on the Canva application is appropriate for use in pilot schools. The results of the first cycle field trials were 67.13 percent and the second cycle were 88 percent. The percentage of student learning outcomes shows an increase. This shows that it is easier for students to master employment material using audio-visual learning media based on the Canva application with very good criteria. Thus, the developed media can be used in online and offline learning.

Furthermore, the results of the previous Pkm conducted by Widayanti et al., (2021) entitled Education for Making Attractive Graphic Designs Using the Canva Application. This PkM activity was carried out online using the Zoom meeting application for 27 students at SMK. The material for this PkM is to design a poster. This PkM activity has gone through three stages, namely an introduction and understanding session, an implementation session, and a simulation. The results of this PkM activity were obtained from scores collected through the Google form which showed an average score of 8.4. These results indicate a positive response from the participants.

The result of the next PkM activity is the activity carried out by Sony Junaedi (2021) entitled Canva application as an online learning medium to increase students' creative abilities in the English for Information Communication and Technology course. The purpose of this study was to describe the use of the Canva application as a learning medium to improve students' creative abilities. The type of research in this study was Classroom Action Research (PTK). The conclusion in this study is that the use of the Canva application as an online medium can increase students' creative abilities in the English for Information Communication and Technology course. This can be proven by an increase in the percentage of learning motivation scores, learning outcomes and student creativity in each cycle.

Training on the Use of the Canva Application as a Media for Making Teaching Materials in Learning Arabic Writing is the title of the PkM activity that has been carried out by Officialni et al., (2021). The results of this activity showed that the teachers gave a positive response to this community service activity and gave appreciation to the community service organizers.

METHODS

This activity was carried out in several stages. Implementation of the initial stages of identifying partner problems. The PkM team and partners discussed to describe the problems during the Arabic writing learning process. The results of the discussion stated that the mastery of Arabic writing skills requires learning media that are in accordance with the demands of the times.

The next stage is that the speaker determines the material provided, namely Arabic writing lesson materials for class IX SMP and the steps for using the Canva application. In the next stage, the speaker arranges and designs the mentoring material in the form of presentation slides of the material presented during the PkM activities. The next stage is the implementation stage. At this stage it begins with the presentation of the material by the main and second presenters. During this process, the participants tried to practice using the Canva application.

Monitoring is carried out intensively by the implementing team after each activity takes place to ensure that the implementation of activities can go according to plan. Evaluation is carried out in line with monitoring, so that any problems will be resolved immediately. Evaluation is carried out at each stage of the activity, while the evaluation design contains a description of how and when the evaluation will be carried out, criteria, indicators of achieving objectives, and benchmarks used to indicate the success of the activities carried out. Provide guidance to partners so that they continue to apply Arabic writing in the classroom to train habits and direct students to remain consistent and become a challenge for students to keep trying to use Arabic writing in the school environment.

RESULTS AND DISCUSSIONS

The community service activity (PkM) entitled Assistance in Learning Arabic Writing through the Application of Canva for Class IX Students of SMP MAMBAUL IHSAN was held on Friday, November 15 2022 in the classroom. Participants who attended this PkM activity were 16 students. They were very happy while participating in this activity. The PkM team is also motivated in delivering activity material so that the activity runs smoothly.

The main speaker for this PkM activity is Dr. Arif Widodo, M.Si., M.S.I. has succeeded in delivering Arabic writing subject matter for class IX SMP through Canva. The second speaker is Roihanatul Ainak, M.Pd.I. who are students who participate in the success of this PkM activity. He has explained about the Canva application. Arabic writing materials presented through Canva are designed in such a way that learning is fun, effective and efficient. The main speaker for this PkM activity is Dr. Arif Widodo, M.Si., M.S.I. has succeeded in delivering Arabic writing subject matter for class IX SMP through Canva. The second speaker is Roihanatul Ainak, M.Pd.I. who are students who participate in the success of this PkM activity. He has explained about the Canva application. Arabic writing materials presented through CANVA are designed in such a way that learning is fun, effective and efficient. The main speaker for this PkM activity is Dr. Arif Widodo, M.Si., M.S.I. has succeeded in delivering Arabic writing subject matter for class IX SMP through Canva. The second speaker is Roihanatul Ainak, M.Pd.I. who are students who participate in the success of this PkM activity. He has explained about the

Canva application. Arabic writing materials presented through Canva are designed in such a way that learning is fun, effective and efficient.

Figure 1. Material Submission

Pkm activities have been carried out in stages. The first activity is delivering Arabic writing material with the topic ta'aruf an alnafs or introducing identity using Canva. The next stage, participants have learned to use Canva. The material presented by Canva is in the form of Arabic writing skill activities such as listening, speaking, reading and writing. PkM activity participants can easily use the CANVA application on their respective Android phones or Smartphones.

Figure 2. Arabic Writing Material

In this skill activity, the speaker presents audio that can be heard by students. They can do listening skills exercises provided through the Canva application. In speaking skills, participants can also carry out conversations according to the instructions given in the Canva application. In reading skills, participants used the Canva application to read Arabic written texts (pronunciation) and answer the questions provided. In writing skills, participants write a text that they have learned on the Canva application. Participants have been accompanied using the Canva application during the Arabic writing learning process.

The second speaker delivered and accompanied the participants in operating the Canva application. At the beginning of this activity, participants were trained to be able to enter the Canva application site, Canva.com. Participants are trained in stages until they are able to operate it independently. In the early stages, participants were trained to open the Canva application, log in or register using a username (username) and password (keyword). After the participants successfully logged in, the next stage was training to get to know the features contained in the Canva application. In the next stage, participants were trained to use existing features so that they could work on Arabic writing subject exercises.
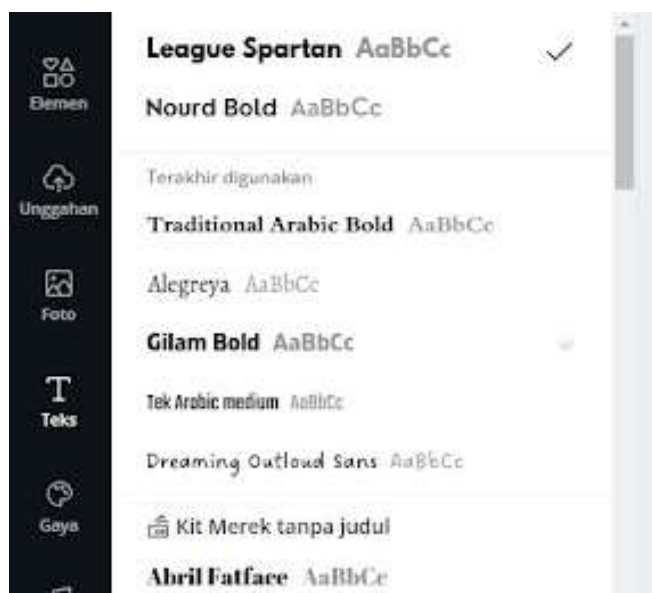

Figure 3. Canva Introductory Material

The result of this PKM is learning to write Arabic using the Canva application. Participants are able to operate Canva using electronic devices, namely cellphones. The presenter explained how to install the application. After the application was installed, the presenter continued explaining how to log in to the application, before using it students had to create an account using their personal e-mail

(electrical mail). After students create an account, students can use the application to design the exercises given in the presentation of Arabic writing subject matter.
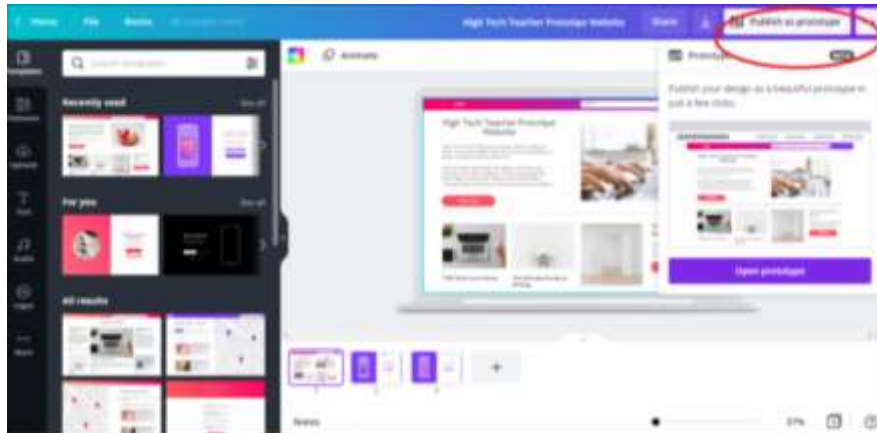

Figure 4. CANVA features

The Arabic writing material presented is about material being studied by class IX junior high school students, namely 1) introducing myself or introducing self-identity, 2) greeting or greeting, 3) descriptive text about oneself and so on. The speaker has presented these materials in a presentation using the Canva application. Students are able to respond to any given exercises.

Figure 5. Student Response

Some of the PkM activities that have been carried out are socialization of class activities, ways of using applications, presenting material in Arabic writing, practice and evaluation or assessment.
In practical activities, presenters are able to practice using the Canva application in Arabic writing lessons. Students are able to design Arabic writing texts and other materials, especially in learning

Arabic writing. The students were enthusiastic about participating in this PkM activity and the presenters were very satisfied with the students' abilities during the learning process.

The results of this PkM activity gave a positive response. Participants were able to improve students' understanding during learning to write Arabic. The results of PkM activities that have been carried out by Widayanti et al., (2021) show that PkM activities are very interesting in an effort to educate students in making graphic designs using the Canva Application. The implementation of this PkM activity was different, namely it was carried out online using the Zoom meeting application with 16 students at Mambaul Ihsan Middle School. The material presented is about designing posters. However, basically they have something in common, namely this activity is interesting and useful for the learning process.

The results of this PkM activity show that the use of the Canva application during the learning process can increase student creativity. The same thing has also been stated in the results of PkM activities carried out by Sony Junaedi (2021) entitled Canva application as an online learning medium to improve students' creative abilities in the English for Information Communication and Technology course.

The results of this PkM activity have also shown that the Canva application is an effective medium for learning Arabic writing. The results of the PkM activity by Officialni et al., (2021) entitled Training on the Use of the Canva Application as a Media for Making Teaching Materials in Learning Arabic Writing made a good impression during the activity.

The results of the PkM team's activities have shown that this activity has provided a significant response to the participants, namely class IX students of SMP Mambaul Ihsan. In this regard, there are several suggestions that the author can convey as follows:

1. Similar assistance needs to be carried out and developed based on needs
2. The PkM team and partners, in this case, the residents of Mambaul Ihsan Middle School, can collaborate in order to improve the quality of education.

CONCLUSION

The conclusions conveyed in this framework concern the final conclusions of the activities during the mentoring activities. The conclusion is not a repetition of the discussion of the results and discussion but provides an overall picture of the results of community service assistance.

ACKNOWLEDGEMENT

REFERENCES

Alfian, A. N., Putra, M. Y., Arifin, R. W., Barokah, A.,Safei, A., & Julian, N. (2022). Pemanfaatan Media Pembelajaran Audio Visual berbasis Aplikasi Canva. *Jurnal Pengabdian Kepada Masyarakat UBJ*,*5*(1), 75–84. https://doi.org/10.31599/jabdimas.v5i1.986

Asmarani, R., & Santoso, B. (2014). Pemanfaatan Online Dictionary Dalam Menterjemahkan Teks ProsedurBahasa Indonesia Ke Dalam Bahasa Inggris.*Semantik*, *4*(1), 171–178.

Herlina, M., Sulaiman, E., & Widiastuti, R. (2019). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) dengan Media Audio Visual terhadap hasil Belajar Biologi Siswadi SMAN 5 Bengkulu Utara. *Jurnal IPA Terpadu (JIT)*, *3*(1),84. https://doi.org/10.1017/CBO9781107415324.004

Margana, & Sukarno. (2011). Pengembangan Model Pembelajaran Bilingual Margana dan Sukarno Developing The Bilingual Teaching Model. *Jurnal Kependidikan*, *41*, 79–93.

Resmini', S., Satriani, I., & Rafi, M. (2021). Pelatihan Penggunaan Aplikasi Canva sebagai Media Pembuatan Bahan Ajar dalam Pembelajaran Bahasa Inggris. *Abdimas Sliwangi*, *04*(02), 335–343. https://journal.ikipsiliwangi.ac.id/index.php/abdimas-siliwangi/article/view/6859/2593

Ulum, M. (2018). Pendampingan Pemahaman Kitab Kuning Durratun Nashihin dalam Pembentukan Karakter Santri Pondok Pesantren Sunan Drajat Lamongan. *Proceedings of Annual Conference on Community Engagement*, 617–626.

Ulum, Miftachul, Mun'im, A., Juliyani, E., & Nisa, K. (2019). Penguatan Perekonomian Masyarakat dalam Pemanfaatan "Tunteng" Limbah Tambak Air Tawar melalui Wirausaha Produksi Aneka Makanan Camilan. *Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan*, *19*(1), 1–14. https://doi.org/10.21580/dms.2019.191.4138

Ulum, Miftachul, Mun'im, A., & Sholihuddin, S. (2019). Pendampingan Komunitas Pengemis dalam Melestarikan Piwulang Kanjeng Sunan Drajat Lamongan. *Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan*, *18*(2), 279. https://doi.org/10.21580/dms.2018.182.2989

Ulum, Miftachul, Nashihin, N., Zawawi, A., & Huda, H. (2021). Pendampingan Pengolahan Ikan Gatul sebagai Sumber Ekonomi Keluarga bagi Ibu-Ibu Rumah Tangga di Desa Tanggul Rejo Manyar Gresik. *KERIS: Journal of Community Engagement*, *1*(1), 1–9.

Sony Junaedi. (2021). Aplikasi Canva Sebagai MediaPembelajaran Daring Mahasiswa Pada Mata Kuliah English for. *Bangun Rekaprima*, *07*(2), 80–89. https://jurnal.polines.ac.id/index.php/bangun_reka prima/article/view/3000/107647

Widayanti, L., Kala'lembang, A., Adhariyanty Rahayu, W., Yulia Riska, S., & Arya Sapoetra, Y. (2021). Edukasi Pembuatan Desain Grafis Menarik Menggunakan Aplikasi Canva. *Jurnal PengabdianMasyarakat*, *2*(2), 91–102.https://doi.org/10.32815/jpm.v2i2.813