CANVA-BASED EDUCATIONAL GAME "UNLOCK YOUR POTENTIAL": DEVELOPING ARABIC LEARNING MEDIA FOR GRADE X

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Abstract

Technological advances in education can be a means to develop digital-based interactive learning media. Innovative media is considered capable of presenting a more meaningful learning atmosphere. In learning Arabic, students often complain of difficulties and get bored with learning that is considered monotonous. This encouraged researchers to then develop a product in the form of an educational game based on the Canva application as an alternative Arabic learning media. Through this product, it is hoped that students will be able to be motivated in learning Arabic. This research uses the RnD research type with the Hannafin and Peck development model. The media development product trial was carried out at SMA Muhammadiyah 2 Sidoarjo by taking a sample of 8 class X students. The data collection instruments in the form of questionnaires include expert team validation test sheets and student response sheets. Based on the results of the validation test from the expert team, the product developed can be categorized as "very valid", as well as the responses of students in the trials that have been carried out show a fairly high interest in the media, thus indicating that the product development of educational game media based on Canva is very valid and includes feasible to be implemented in Arabic language learning in class X.
Keywords: Development, Educational Games, Canva.

Abstrak

Kemajuan teknologi dalam dunia pendidikan dapat menjadi sebuah sarana guna mengembangkan media pembelajaran interaktif berbasis digital. Media yang inovatif dinilai mampu menghadirkan suasana belajar yang lebih bermakna. Dalam mempelajari bahasa Arab, seringkali peserta didik mengeluh kesulitan dan bosan dengan pembelajaran yang dianggap monoton. Hal tersebut mendorong peneliti untuk kemudian mengembangkan produk berupa game edukasi berbasis aplikasi canva sebagai alternatif media pembelajaran bahasa Arab. Melalui produk tersebut, diharapkan peserta didik mampu termotivasi dalam belajar bahasa Arab. Penelitian ini menggunakan jenis penelitian RnD dengan model pengembangan Hannafin dan Peck. Uji coba produk pengembangan media dilaksanakan di SMA Muhammadiyah 2 Sidoarjo dengan mengambil sampel sebanyak 8 peserta didik kelas X. Adapun instrumen pengumpulan data berupa kuesioner meliputi lembar uji validasi tim ahli dan lembar respon peserta didi. Berdasarkan hasil uji validasi dari tim ahli, produk yang dikembangkan dapat dikategorikan "sangat valid", begitupun respon peserta didik dalam uji coba yang telah dilakukan menunjukkan ketertarikan yang cukup tinggi terhadap media tersebut, sehingga menunjukkan bahwa produk pengembangan media game edukasi berbasis canva sangat valid dan termasuk layak untuk diimplementasikan pada pembelajaran bahasa Arab di kelas X.
Kata Kunci: Pengembangan, Game Edukasi, Canva.

INTRODUCTION

Arabic is one of the languages with a rich vocabulary and quite complex grammatical structure.[1] Not a few students complain about the difficulties and choose to avoid it, because the stigma that Arabic is boring and difficult to learn is often embedded in the mindset of each student.[2] In this case, educators are required to change monotonous learning methods and develop creativity and innovation in teaching, including using media in Arabic language learning. The use and selection of interactive media are very important in supporting the success of learning Arabic language skills.[3] On the other hand, educators can easily demonstrate material through media as a learning support.[4] Learning materials are not only conveyed through words, but are able to create a more meaningful learning atmosphere for students.[5]

According to Abdul Halim Ibrahim in his book, it is stated that learning media is (الوسائل التوضيحية) al wasaail at taudlihiyyah, namely a means or tool to help explain.[6] Good learning media can increase interaction in class and achieve the expected goals.[7] Learning media will encourage students' interest and meet their learning needs. Educational experiences that are increasingly close to reality increasingly provide deeper meaning related to the goals to be achieved,[8] because learning media helps involve all of the students' senses. With the participation of all senses in the learning process, learning becomes more solid and deeper.[9]

Often interactive learning media is considered less suitable for application to adult learners.[10] However, in essence, educators only need to consider several aspects of selecting learning media related to the conditions of students, the environment, and social conditions, so that

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[1] Edy Sulaiman, "Membumikan Bahasa Arab Sejak Dini (Analisis Kesulitan Dan Tantangan Dalam Pembelajaran Bahasa Arab Untuk Pemula)," *Edu Journal Innovation in Learning and Education* 1, no. 2 (2023): 142–51, https://doi.org/10.55352/edu.v1i2.761.

[2] Umi Hijriyah et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Android Untuk Mahārat Al Istimā' Kelas 8 SMP," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (2022): 239–56, https://doi.org/10.35931/am.v5i2.1352.

[3] Damar Gemilang and Hastuti Listiana, "Teaching Media in the Teaching of Arabic Language/ Media Pembelajaran Dalam Pembelajaran Bahasa Arab," *ATHLA : Journal of Arabic Teaching, Linguistic and Literature* 1, no. 1 (2020): 49–64, https://doi.org/10.22515/athla.v1i1.3048.

[4] Safinah Zahroh Arrahma and Farikh Marzuki Ammar, "Meningkatkan Pembelajaran Kosakata Bahasa Arab Pada Siswa Kelas VIII Melalui Kuis Interaktif," *Indonesian Journal of Education Methods Development* 18, no. 4 (2023), https://doi.org/https://doi.org/10.21070/ijemd.v21i4.785.

[5] M Arif Afandi, "Urgensi Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa," *Al-Ibtida* 10, no. 01 (2022): 1–16.

[6] Abdul Halim Ibrahim, *Al Muwajjih Al Fanni Li Mudarrisi Al Lughah Al 'Arabiyyah* (Kairo: Dar al-Ma'arif, 1968).

[7] Muhammad Isa, Firas Muhammad, and Abd Al-ilah, *Intaajun Wa Tashmim Al Wasaail Al Ta'limiyyah* (Amman Jordan: Daar 'Alam Ats Tsaqofah, 2008).

[8] Muhammad Issam T., *Education Technology (Al Wasaail Al Ta'limiyyah Wa Taqniyaat Al Ta'allum)* (Amman Jordan: Daar Hammurabi, 2008).

[9] Samir Khalaf Gloub, *Al Wasaail Al Ta'limiyyah* (Mekkah: Daar Khaled Al Lahyani, 2017).

[10] Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha: Arabic Language Education Journal* 2, no. 2 (2020): 63–77, https://doi.org/https://doi.org/10.36835/alfusha.v2i2.358.

the media used can be right on target and effective according to the abilities and needs of students.[11] Technological advances in the world of education can be a means to develop digital-based interactive learning media in accordance with the desired goals.[12] Because in reality, technology in the world of education is used by teachers with the aim of facilitating the learning process in the classroom.[13]

In this study, the researcher conducted interviews and participatory observations as initial observations by participating in the Arabic language learning process for class X.at SMA Muhammadiyah 2 Sidoarjo directly. Based on the results of these activities, it was found that there was the use of technological developments as a learning medium. The media used were in the form of delivering material through interactive Power Point, using videos from YouTube or other media. However, language problems caused by the lack of interest and enthusiasm of students in learning Arabic are still problematic, thus affecting students' Arabic language skills.[14] Students tend to show a neglectful attitude when learning Arabic takes place. This encourages researchers to then develop a product in the form of an educational game based on the Canva application as an alternative Arabic language learning media. Through this product, it is hoped that students will be motivated to learn Arabic.[15]

Canva is a platform that offers various design features such as graphics, animations, slideshow templates, and more.[16] The advantages of the Canva application, which is equipped with various features, are considered capable of encouraging educators' creativity in packaging interesting learning materials.[17] With the many advantages and practical aspects offered, it can be an opportunity to create more innovative learning media.[18]

Previous research that is related to this development research includes: First, research by

[11] Rizka Utami et al., *Media Pembelajaran Bahasa Arab* (Aceh: Yayasan Penerbit Muhammad Zaini, 2021).

[12] Thoriq Aji Silmi and Abdulloh Hamid, "Urgensi Penggunaan Media Pembelajaran Berbasis Teknologi," *Jurnal Inspiratif Pendidikan* 12, no. 1 (2023): 69–77, https://doi.org/10.24252/ip.v12i1.37347.

[13] Abdullah Umar Al Farra, *Al Madkhal Ila Tiknulujiya At Ta'lim* (Amman Jordan: Maktabat Dar Tsaqafah, 1999).

[14] Kurniawan Hamidi et al., "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif Untuk Siswa Madrasah Aliyah," *Journal on Education* 5, no. 2 (2023): 5289–96, https://doi.org/10.31004/joe.v5i2.1098.

[15] L Sholihatin, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Aplikasi Plotagon Pada Siswa Ma Nu Petung Panceng Gresik," *Prosiding Konferensi Nasional Bahasa Arab*, no. 6 (2020): 320–26.

[16] Tri Wulandari and Adam Mudinillah, "Efektivitas Penggunaan Aplikasi CANVA Sebagai Media Pembelajaran IPA MI/SD," *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)* 2, no. 1 (2022): 102–18, https://doi.org/10.32665/jurmia.v2i1.245.

[17] Gilang Alfinandika Rizanta and Meilan Arsanti, "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Masa Kini," *Prosiding Senada (Seminar Nasional Daring)* 2 (2022): 560–68, https://prosiding.ikippgribojonegoro.ac.id/index.php/SPBSI/article/view/1381.

[18] Nofamataro Zebua, "Potensi Aplikasi Canva Sebagai Media Pembelajaran Praktis Bagi Guru Dan Peserta Didik," *Educativo: Jurnal Pendidikan* 2, no. 1 (2023): 229–34.

Indah Rahmayanti et al.[19] by title "The Use of Canva as a Learning Media for Arabic Reading Skills for Class X Students at MAN Kota Batu". The results of the study indicate that interactive learning media can be produced through the use of various templates available in the Canva application. The delivery of material can be easier and understood by students. The interactive Canva ppt-based material is considered to be able to improve the Arabic language skills of class X students, one of which is in reading skills or maharah qira'ah. Second, Rosalinda and Muhammad Syafriansyah's research[20] with the title "Development of Arabic Language Learning Media Through the Canva Application". The results of the study indicate that with the percentage of media and material validation test results of 89.09% and 89%, Arabic language learning developed with the Canva application is considered effective and feasible to use so that it can support learning and increase student motivation in learning. Third, Research by Nelpia Manangin, et al.[21] with the title "Development of Canva-Based Interactive Media in Learning Mufrodat Class IV MIN 2 Gorontalo Regency". The results of the development research show that with a validation test percentage of 96%, 92%, and 95% by a team of media, material, and language experts, it illustrates that Canva-based interactive learning media is considered very feasible to be implemented in learning Arabic mufradat.

Of the three studies above, there has been no research on the development of Arabic language learning media products in the form of educational games based on Canva. Therefore, researchers are very interested in developing educational game-based products through the Canva platform, especially in Arabic language learning. The purpose of this development research is to determine the feasibility of Arabic language learning media based on Canva educational games and to create products that encourage students' learning motivation, especially in Arabic subjects in grade X.

RESEARCH METHODS

This research uses the research and development (RnD) type with the Hannafin and Peck model.[22] In this development model, there are 3 simple stages that are measured systematically, namely: the needs analysis stage, the design stage, and the development and implementation

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[19] Indah Rahmayanti et al., "Penggunaan Canva Sebagai Media Pembelajaran Keterampilan Membaca Bahasa Arab Siswa Kelas X Di MAN Kota Batu," *Palapa: Jurnal Studi Keislaman Dan Ilmu Pendidikan* 11, no. 2 (2023): 647–64, https://doi.org/10.36088/palapa.v11i2.3612.

[20] Rosa Linda and Muhammad Syafriansyah, "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Canva," *Jurnal Sains Riset* 13, no. 1 (2023): 30–40, https://doi.org/10.47647/jsr.v13i1.856.

[21] N Manangin, R B H Bahri, and ..., "Pengembangan Media Interaktif Berbasis Canva Pada Pembelajaran Mufrodat Kelas IV MIN 2 Kabupaten Gorontalo," *Al-Kalim: Jurnal ...* 3, no. 1 (2024), http://jurnal.daarulqimmah.org/index.php/Alkalim/article/view/60.

[22] Alya Nabila Fahruji, Supriatna A.R., and Endang M. Kurnianti, "Pengembangan Media Pembelajaran Interaktif Berbasis Android Pada Pembelajaran IPA Tentang Siklus Air Kelas V SD," *OPTIKA: Jurnal Pendidikan Fisika* 6, no. 1 (2022): 35–43, https://doi.org/10.37478/optika.v6i1.1086.

stage.[23] First, the needs analysis stage. In analyzing needs, researchers conducted participatory observations or were involved in the Arabic language learning process in class X. Detailed information was obtained through interviews with Arabic subject teachers for class X. Interviews were conducted by compiling several questions regarding Arabic textbooks, learning methods applied, and class conditions. Second, the design stage. This activity includes a design for making products that will be implemented. Researchers analyze materials that are relevant to the needs of students and determine the appearance of animation designs to support the development product. Third, the development and implementation stage. In this stage, media creation is carried out by determining the format for presenting materials and challenges presented in educational games, then a validation test is carried out by a team of experts on the development products that have been produced. After meeting the valid requirements, the researchers then conducted a trial activity. The trial of the educational game media development product based on Canva was carried out at SMA Muhammadiyah 2 Sidoarjo by taking a sample of 8 class X students.

The data sources in this study were lecturers and teachers as material validation experts and media validation experts, and students as trial samples. The data collection instrument in the form of a questionnaire included the expert team validation test assessment sheet and student responses. The data analysis techniques used were qualitative data analysis techniques and quantitative data analysis techniques. Qualitative data were obtained through participatory observation activities, interviews, and documentation. Quantitative data were in the form of expert team validation test results and student interest responses. The questionnaire data analysis used a Likert scale with a score range of 1 to 5. The score for each aspect was obtained through the calculation of the average percentage using the following formula.[24]

$$xi = \frac{\sum S}{Smax} \; 100\% \times$$

Information:

xi = Percentage of each aspect

$\sum S$ = The score results obtained

Smax = Maximum score

[23] Ulfa Rahmatin et al., "Pengembangan Media Komik Untuk Pembelajaran Materi Logika Dan Algoritma Komputer," *Jambura Journal of Informatics* 3, no. 1 (2021): 11–19, https://doi.org/10.37905/jji.v2i2.10367.

[24] Andi Rustandi and Rismayanti, "Penerapan Model ADDIE Dalam Pengembangan Media Pembelajaran Di SMPN 22 Kota Samarinda," *Jurnal Fasilkom* 11, no. 2 (2021): 57–60, https://doi.org/https://doi.org/10.37859/jf.v11i2.2546.

The assessment criteria guide can be seen in table 1 as follows:[25]

Table 1. Assessment Rubric

Percentage	Qualification
< 21 %	Very Valid
21 – 40 %	Less Valid
41 – 60 %	Quite Valid
61 – 80 %	Valid
81 – 100 %	Very Valid

The average percentage value based on the results of the expert team's validation assessment and student responses will determine the feasibility and influence of the media development product that has been produced.[26]

RESULTS AND DISCUSSION

The Canva application media has been widely used by educators to create slideshows containing materials. With the available templates, it can facilitate academics in various needs including as a supporting media for learning. In this study, the development of slideshows into educational games as more innovative media is expected to be an alternative that is quite interesting for students. Researchers aim to develop interactive media products in the form of Canva-based educational games in Arabic language learning.[27] The educational game based on the Canva application is designed using the Hannafin and Peck development model with 3 stages, including:

Needs Analysis

In this activity, the researcher initially carried out participatory observation as an initial observation by being involved in the process of teaching and learning Arabic in class X. The researcher also obtained information through interviews with the Arabic teacher in class Based on the results of initial observations and interviews that have been conducted, it was found that the teacher uses the book Al-'Ashri as an Arabic language textbook, the teacher uses PowerPoint as a medium for delivering material, Arabic language learning in class X is still in the middle of the first chapter. Apart from that, it was found that several students showed a less enthusiastic attitude towards learning Arabic in class. Researchers feel it is necessary to develop learning media to ignite

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[25] Nurul Aisyah, Salsabila Panjaitan, and Harun Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva," *Journal Of Education Research* Vol.4, no. No.2 (2023): 484.

[26] Asri Ainun Sorongan and Imam Fauji, "Pengembangan Media Pembelajaran Interaktif Berbasis Aplikasi Google Sites Model ADDIE," *Indonesian Journal of Education Methods Development* 18, no. 4 (2023), https://doi.org/https://doi.org/10.21070/ijemd.v21i4.796.

[27] Nurul Khoirunnisa Dalimunthe and Rahmaini Rahmaini, "Media Pembelajaran Berbasis Game Gambar Berangkai Dalam Pembelajaran Maharah Istima'," *Jurnal Educatio FKIP UNMA* 9, no. 3 (2023): 1378–85, https://doi.org/10.31949/educatio.v9i3.5539.

and encourage students' learning motivation towards Arabic language subjects. The researcher used the Al-'Ashri textbook as a reference in developing the product being designed. The material is taken from the first 2 chapters in the book Al-'Ashri, namely the chapter regarding the introduction/ at tahiyyah wa at ta'aruf and the chapter regarding the house/ al bait.[28] As forThe media product to be developed requires software/applications with a variety of the latest features, so researchers chose to use the Canva online design application.

Design Plan

This educational game or language game based on the Canva application is packaged under the name "unlock your potential". The name is combined with English to be more friendly in the world of students who are known to use English as the language of instruction. "Unlock your potential" itself means "open/free your potential". The choice of the name is in accordance with the conditions of the students. In essence, students have more potential to understand Arabic, but due to the stigma that Arabic is difficult, they are reluctant to learn Arabic more deeply. Through the development of educational game media products based on Canva designed by researchers, it is hoped that students will be able to recognize their potential and be confident in learning Arabic. The design appearance is chosen by considering the color theme and animation according to needs. The instructions or game guides use Indonesian, considering that students are learners and beginners in learning the basics of Arabic. These instructions or guides are delivered via digital audio using AI technology so that the game atmosphere seems more challenging and exciting.

Figure 1. Cover	Figure 2. Design View
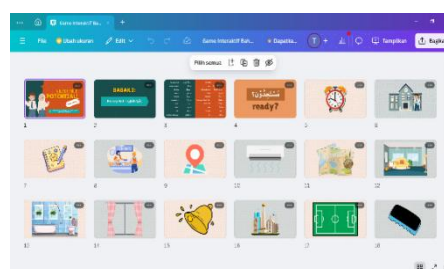
Product Design

The canva-based educational game "Unlock Your Potential" is packaged in 4 rounds with different challenges in each round. The duration of the game is made for 80 minutes with a time span of 20 minutes in each round or can be calculated with 2 hours of lessons. Before starting the

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[28] Mezan el-Khaeri Kesuma, Guntur Cahaya Kesuma, and Dani Saputra, "Rancangan Media Pembelajaran Kosa Kata (Mufrodat) Bahasa Arab Berbasis Game Android," *Jurnal SIENNA* 2, no. 1 (2021): 32–42.

game, students are instructed to form several groups. Students are advised not to cheat in any form during the game, either by opening books related to Arabic or using gadgets. The task of each group is to complete all the challenges in the 4 rounds presented. The level of difficulty in each round will increase followed by higher score points.

Figure 3. First Half

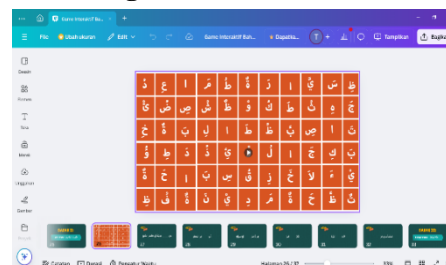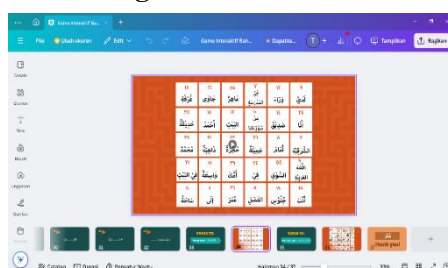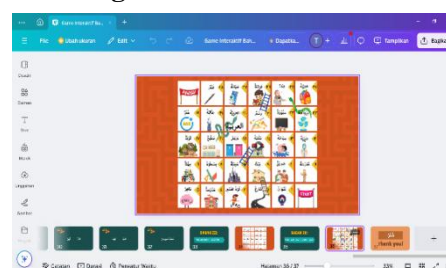**Figure 4. Second Half**

Figure 5. Third Act

Figure 6. Fourth Round

The first is a round that will test the students' memory skills. In this round, each group is given instructions to memorize 20 vocabulary words within a time specified by the teacher. Next, representatives of each group member will be asked to come forward one by one to quickly answer the picture shown. Participants who know the answer must press the bell first before answering. The teacher will determine which group will press the bell first. Participants with correct answers will receive one star as a group point.

The second round is a round that will test the level of accuracy and understanding of students. In this round, each group is given instructions to find 6 vocabulary words on a random letter board that is displayed for a certain duration of time. Next, representatives of group members will be asked to come forward one by one to answer the missing sentences that are displayed. The answers must match the vocabulary that has been found at the beginning. Clues are given in the form of images that make it easier for students to match the vocabulary that matches the missing sentences displayed. Participants with correct answers will get two stars as group points.

The third round is a round that will test the logical abilities of students by combining numeracy and language aspects. In this round, each group will be given paper containing several basic math problems. By calculating and matching the answers on the displayed board, each group

can solve a perfect sentence. The group that succeeds in solving the perfect sentence quickly and accurately will get three stars as group points.

The fourth round is the final round that will test the Arabic language skills of the students. In this round, each student is assigned to make a sentence in Arabic according to the word where the student stops after getting the number of the dice that has been thrown. Participants who succeed in composing sentences according to the correct arrangement will get four stars and sentences that are not quite right will get two stars as group points. As for participants who do not answer, they do not get a star.

After the game is over, each group is asked to count the number of stars they have earned during the game. If during the game, there is cheating in a particular group, then points will be deducted. The group with the most stars will be the winner in this game.

Expert Team Validation Test Results

The next stage after the educational game development media product based on Canva was produced, the researcher submitted a validation test assessment to high school lecturers and teachers as a team of experts. From the results of the revision of the development product according to the direction and suggestions of the examiners, the validation test scores were obtained as shown in tables 2 and 3 below:

Table 2. Results of the Material Expert Validation Test

Aspect	Examiner Score I	Examiner Score II	Examiner Score III	Percentage	Qualification
Material Suitability	5	5	5	100%	Very Valid
Use of Language	4	5	5	93.3%	Very Valid
Presentation	5	5	5	100%	Very Valid
Average				97.7%	Very Valid

Table 3. Media Expert Validation Test Results

Aspect	Examiner Score I	Examiner Score II	Examiner Score III	Percentage	Qualification
Media Design	5	5	5	100%	Very Valid
Audio Quality	4	5	5	93.3%	Very Valid
Presentation	5	5	5	100%	Very Valid
Average				97.7%	Very Valid

Based on the results of the expert team validation test in tables 2 and 3, the average

calculation of the percentage of material experts was 97.7%. This shows that the product of developing educational game media based on canva "Unlock Your Potential" can be categorized as "very valid" as a medium for learning Arabic in class X. The average calculation of the results of the media expert validation test was 86.6%, indicating that the product of developing educational game media based on canva "Unlock Your Potential" can be categorized as "very valid" and is feasible to be implemented in learning Arabic in class X.

Student Response Results

At the implementation stage, the researcher conducted a trial of the educational game media development product based on Canva "Unlock Your Potential" by taking a sample of 8 grade X students. Through the trial activity, the results of the student response questionnaire were obtained as shown in the following table 4:

Table 4. Student Response Results

Aspect	Respondents								Percentage	Qualification
	1	2	3	4	5	6	7	8		
Interest	4	5	5	5	5	5	5	5	97.5%	Very Valid
Content Quality	5	4	5	5	5	4	4	5	92.5%	Very Valid
Motivation	3	4	5	3	5	3	3	5	77.5%	Valid
Average									86.6%	Very Valid

Based on table 4, the results of the student response questionnaire were 89.2% indicating "very valid" student interest in the Canva-based educational game media development product "Unlock Your Potential". So that the resulting development research product can be implemented in the Arabic language learning process in class X.

In the implementation stage, the canva-based educational game "Unlock Your Potential" also invited quite high enthusiasm from students. Students tried to complete each challenge well. Students showed their potential and abilities through each challenge. Students were able to memorize vocabulary within a specified time, compose random sentences, make simple sentences and try to answer with the right answer in each round. Language games are not just games, but have the aim of presenting a fun atmosphere when learning Arabic.[29] The advantage of this game is that students can compete in a healthy way, develop their potential, train their focus and test their level of thinking.[30] Based on the results of the validation test from the material expert team, it was

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[29] Mahyudin Ritonga et al., "Language Game As An Alternative Model To Improve Arabic Vocabulary Ability," *Ijaz Arabi: Journal of Arabic Learning* 5, no. 3 (2022): 599–607, https://doi.org/10.18860/ijazarabi.v5i3.17123.

[30] Nurul Isnaini and Nurul Huda, "Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Permainan My Happy Route," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan*

obtained at 97.7% and obtained at 86.6% from the media expert team. The percentage results can show that the media development product in the form of an educational game based on the Canva application "Unlock Your Potential" is feasible to be implemented in Arabic language learning in class X. In addition, the response in the trial to 8 students also showed students' interest in the educational game "Unlock Your Potential" with a percentage score of 89.2%. So that the resulting research and development products can be applied to the Arabic language learning process for class X.

CONCLUSION

Educational games or learning games based on the Canva application are the development of learning media that are packaged in several challenges that must be completed by students. The benefits of this game include:train focus, develop potential and test the level of thinking of students. This game is expected to be an alternative that can attract students' attention and build enthusiasm and motivation to learn, especially in Arabic subjects. Based on the results of the expert team's validation test, interactive media based on educational games can be categorized as "very valid" as a medium for learning Arabic in class and is considered appropriate to be applied to Arabic lessons for class X. The results of the student response survey of 89.2% showed student interest in the product of developing educational game media based on Canva "Unlock Your Potential". So that the resulting research and development products can be implemented in the Arabic learning process for class X.

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