# DEVELOPMENT OF QR CODE-BASED ARABIC TEXTBOOKS FOR NON-ARABIC EDUCATION STUDENTS

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| Abstract | This study aims to design a QR Code-Based Arabic Textbook and determine its effectiveness. This research is a Research and Development (R&D) with the Borg and Gall development model. Data collection techniques using observation, interviews, tests, and questionnaires. Primary data sources are Arabic vocabulary teaching materials for 2nd-semester management students, lecturers teaching Arabic courses, and 2nd-semester management students, while the primary data source is related articles. The population in this study were all 36 semester two management students, with a sample of 2 semester two management study program students. As for the sampling technique using purposive sampling. Data analysis technique using the Wilcoxon test. The results showed that students were interested in using QR Code-based Arabic Textbooks, which could increase Arabic vocabulary, especially second-semester students of the management study program University of KH. A. Wahab Hasbullah Jombang. The effectiveness of textbooks is obtained through the results of the Wilcoxon Test; it is known as the Asymp Sig value. (2-tailed) is 0.000 <0.05, which means that Ha is accepted; that is, there is a significant difference in the learning outcomes of the second-semester students of the management study program at University KH. A. Wahab Hasbullah Jombang. Thus, developing textbooks with QR Code innovations can improve student learning outcomes in the second semester of the management study program at University KH. A. Wahab Hasbullah Jombang in adding Arabic vocabulary. |
|---|---|
| Keywords | Arabic Vocabulary, QR Code, Textbook Development |

**INTRODUCTION**

Education should indeed be integrated with technology because technology is an important indirect influence. The world of education must also use technology to support the educational process itself (Firmansyah et al., 2019). Developing creativity through useful technology improves the quality of learning (Ilmiani & Muid, 2021), which can make students feel flexible in learning regardless of space and time.

With the industrial revolution 4.0, students are expected to be able to apply technology more in their daily activities, including in the world of education. Under these circumstances, the integration of technology into the world of teaching has an important position. The application of technology in the teaching world includes collaborating textbooks with technology (D. K. Salma, 2020). Textbooks are a learning resource that is expected to be a driving force in learning that is built on the principles of effectiveness, efficiency, and attractiveness to stimulate student interest in learning (Firmansyah et al., 2019).

The application of technology to student learning resources can be implemented by integrating QR codes into textbooks. QR Code is a two-dimensional matrix image with the advantage of quickly displaying stored information (Prathivi, 2019). QR Codes can also contain much more information compared to standard barcodes (Dirayati & Sukemi, 2020).

But there is a problem in learning Arabic in that most mass teaching of Arabic still uses ancient teaching techniques (Kholis et al., 2020). While in reality, most students understand and gain knowledge theoretically and through critical, constructive, and innovative ways of thinking to adapt to life (S, 2022). Even in learning activities in the student realm, especially for students who are not majoring in Arabic but are required to take Arabic courses. Therefore, a teacher has the authority to provide textbooks by adjusting the learning environment and the target students who are the object of learning (Darojat & Zukhaira, 2021).

Research that contains the use of the CR Code in teaching materials in education is not new and is often found. Researchers have yet to research the development of teaching materials using the QR Code as a learning support medium. However, there have been many studies that have utilized the development of the QR Code. Among others: (1) "Development of a Mathematical Module Based on a Contextual Approach Accompanied by a QR Code on Logarithmic Material." Rahma Yani, Rahmad Bustanul Anwar, Ira Vahlia. 2022. The results showed that there was a significant difference in student learning outcomes after using a mathematics module based on a

contextual approach accompanied by a QR Code and increasing their motivation in learning mathematics (Yani et al., 2022). (2) "Development of the Value-Integrated Virus Material Module Islamic Values Based on E-Learning and QR Code Development." Hafis M Kaunang Ataji, Agus Sujarwanta, Muhfahroyin. 2021. Research results: learning is more effective after using e-learning and QR Code based modules because the learning outcomes of all students get scores above the KKM limit, which means that learning objectives are achieved optimally (Ataji et al., 2021). (3) "Development of Madarij Al-Durus Al-Arabiyah Book-Based Communicative Arabic Exercise Books Using Quick Response Code (QR-Code) Technology." Ahmad Faizul Walida Ismani, Imam Asrori, Mohammad Ahsanuddin, Najmah Alhinduan, Fakhrur Rozi. 2022. The results of the study show that the QR Code-based Communicative Arabic Exercise book is more communicative in use and has a more positive effect on students. This can be seen from the achievement of their learning outcomes before and after using it. After using the QR Code-based Communicative Arabic Language Exercise, the student scores are above the KKM for all, and QR technology facilitates the learning process (Ismani, 2019). (4) "Development of Wakelet Website-Based Online Arabic Teaching Materials in the Language Development Center Intensive Program at UIN Maulana Malik Ibrahim Malang. M. Sayid Umar, Sahya Husein, M. A.ul Hamid. 2020. The results of the study stated that online Arabic learning at the Intensive language development center of UIN Maulana Malik Ibrahim Malang was more innovative after using a website-based wakelet. This can be seen from students' interest in participating in online Arabic learning activities (Husein et al., 2020). (5) "Efforts to Improve Arabic Language Proficiency of Lecturers of Non-Arabic Language Education (PBA)." Noza Affilia, Renti Yasmar. 2018. The study results show that the efforts made to improve the Arabic language skills of IAIN Curup lecturers are by holding Arabic tutoring. Among the solutions offered to improve the implementation of Arabic tutoring for these lecturers are sufficient time and continuity for implementing Arabic tutoring activities, training and workshops for Arabic tutors, creating an environment for Arabic speaking, and evaluating Arabic tutoring activities from the leadership (Aflisia & Yasmar, 2018).

From this presentation, it can be seen that there have been many studies on the development of teaching materials that utilize the QR Code as a supporting medium. Still, no one has researched the development of textbooks using the QR Code as a supporting medium for Arabic language courses for non-PBA students in College.

Based on the results of interviews with lecturers who teach Arabic courses in non-PBA (management) study programs at the University of KH. A. Wahab Hasbullah, it can be concluded that the supporting lecturers still need to find suitable textbooks. The textbooks used by the teaching lecturers so far do not contain all the main material in Arabic linguistics which should be studied, especially in Mufrodat learning material (Arabic vocabulary), even though learning Mufrodat or vocabulary is very important for international students, especially for beginners because it is the first step in learning Arabic (Afifah, Afifah, et al., 2020).

Based on the phenomenon above, the researcher thinks it is necessary to design innovative and creative textbooks integrated with information technology for learning Arabic using the QR Code and containing all Arabic language skills. The aim is to increase the vocabulary of Arabic vocabulary for students, especially non-PBA students at University KH. A. Wahab Hasbullah Jombang, so that in the future, they can master four Maharah in Arabic and find out the feasibility of the products that have been made. The purpose of this research is to develop a QR Code-based Arabic textbook for non-PBA students and to find out its effectiveness.

## METHOD

This is development research, namely Research and Development (R&D) with the Borg and Gall model. This method is often interpreted as a product development phase (Putra et al., 2020). Development research is a systematic study of the design, development, and evaluation of learning programs, processes, and products that must meet the criteria of validity, practicality, and effectiveness (Hanafi, 2017). There are ten stages of developing the Borg and Gall model, namely: (1) problems, (2) data collection, (3) product design, (4) expert validation, (5) expert revision, (6) small-scale trials (7) product revisions (8) large-scale trials, (9) product revisions, (10) mass products (Yuliani et al., 2021). This study did not use the ten stages but only used seven stages, namely: (1) problem, (2) data collection, (3) product design, (4) expert validation, (5) expert revision, (6) test try the product, (7) product revision.

This research was conducted at the University of KH. A. Wahab Hasbullah Jombang with a population of all 2nd-semester management students totaling 36 people; the sampling technique used was purposive sampling, so the sample used in this study was part of 2nd-semester management students totaling 20 people.

Data sources can provide information about related research (Sugiyono, 2017). In this study, two types of data sources were used: primary and secondary. Primary data is a data source that directly provides data to data collectors. Data were collected by the researchers directly from the first source or where the research object was carried out (K. N. Salma et al., 2021). The primary data sources here are from Arabic material books used by second-semester students in management study programs to obtain data related to the material to be developed, Arabic lecturers in management study programs to obtain data related to obstacles encountered in learning Arabic in management study programs, and second-semester management students to obtain data related to constraints and opinions about learning Arabic while in class. Meanwhile, secondary data sources are data sources that do not directly provide data to data collectors (K. N. Salma et al., 2021). So the secondary data sources here are several journals related to the development of Arabic teaching materials to obtain related data as references and references in implementing the development of teaching materials in this study.

The data in this study were obtained from second-semester students of the Management Study Program at the University of KH. A. Wahab Hasbullah Jombang. In addition, other data sources were taken from media expert validator Ms. Aufia Aisa, M. Pd.I., a lecturer in the Arabic language education study program at the University of KH. A. Wahab Hasbullah Jombang. And the material expert validator, Ms. Amrini Shofiyani, M. Pd., lecturer in the Arabic language education study program at the University of K.H. A. Wahab Hasbullah Jombang. The data types used are 1) qualitative data in the form of suggestions and criticism from media and material experts and 2) quantitative data to measure products based on the scores obtained. Data collection techniques included 1) observation, observations made by researchers during the learning process to find out the textbooks used and the methods applied by the course instructors to students; 2) interviews conducted with Arabic course instructors to find out the needs and characteristics of students to design textbook development, c) questionnaires, which consisted of validator questionnaires for experts and student response questionnaires, 4) tests, namely pre-tests and post-tests given to second-semester students of management study program in product trials.

Researchers use qualitative and quantitative data to analyze the data obtained. The technique used to analyze the data is qualitative. Meanwhile, the calculation of the questionnaire results and the influence of student evaluations or tests are presented quantitatively. And to determine the significant differences in student learning outcomes using the Wilcoxon test analysis (non-

parametric) because the data is not normally distributed.

The hypothesis in this study are:

**H₀:** there is no significant difference in the results of learning Arabic vocabulary in second-semester students of the management study program University of KH. A. Wahab Hasbullah Jombang after using QR Code-based Arabic textbooks.

**Hₐ:** there is a significant difference in the results of learning Arabic vocabulary in second-semester students of the management study program University of KH. A. Wahab Hasbullah Jombang after using QR Code-based Arabic textbooks

**Figure 1.** Research Framework
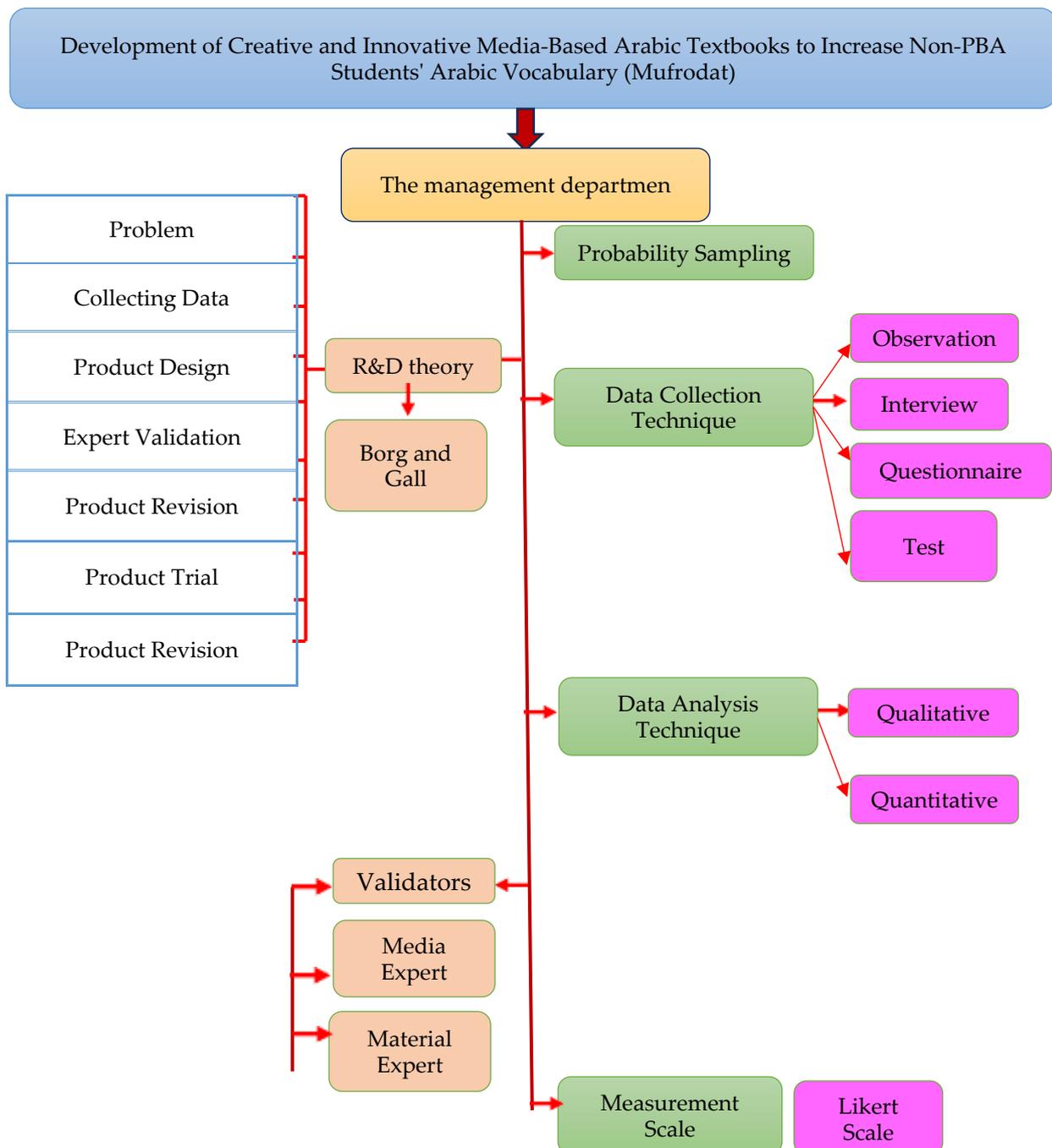
**FINDINGS AND DISCUSSION**

**Findings**

The researcher describes the results and discussion based on the steps of the Borg and Gall research model as follows:

a. **Problem**

Researchers conducted field studies which included: direct observation of tertiary institutions, student conditions, and the process of learning Arabic. This direct observation found a problem in learning Arabic vocabulary in the management study program: no patent teaching materials were used, so the learning still needed to be directed with certainty. Every semester when the lecturers were different, the material delivered was also different, especially since the management study program was a non-language study program or native Arabic. So, the point of not having Arabic teaching materials for vocabulary learning is a very basic and big problem because it is a big obstacle in the learning process.

b. **Data Collection**

After conducting literature and field studies, the next stage is data collection related to needs analysis for developing Arabic teaching materials for vocabulary learning. The analysis was conducted through interviews with lecturers supporting Arabic vocabulary learning in management study programs, heads of management study programs, and several second-semester students of management study programs. From the results of these interviews, it was concluded that they needed a patent textbook to be used as a reference in learning Arabic vocabulary in the management study program. Hence, they strongly agreed to develop QR Code-based Arabic vocabulary teaching materials.

Then the researcher compiled a research plan that included several things: determining research objectives, estimating costs, effort, and time. This stage aims to plan to be able to develop Arabic language teaching materials in the form of books, especially in vocabulary that uses the QR Code to the fullest.

c. **Product Design**

This Arabic textbook was compiled using the Microsoft Word 2019 application, the Google web barcode monkey to create a QR Code, and the Adobe InDesign 2023 application to design book covers, chapter breaks, image layouts, and background designs per page. While compiling and making this textbook, the researcher looked for several

references or references through several books, articles, and the web. Then after the typing process begins, the first step is to design the layout. In this textbook, each material is given additional illustrations and various colors to give the reader an initial picture of the material. Each image is sourced from Google, and most of the images chosen by the author are animated images that aim to make the book more interesting. This textbook is also given a QR Code on the text war, microdata, and exercises on intimacy.

The following is the initial product development of Arabic Teaching Materials Using the QR Code:

**Table 1.** Textbook Design Results

| No. | Description | Design |
|-----|-------------|--------|
| 1. | Cover |  |
| 2. | Book Personality |  |
| 3. | List of contents |  |

| 4. | Introduction |  |
|---|---|---|
| 5 | Initial Sub Chapter |  |

| 6 | Content Material |  |
|---|------------------|-----|
| 7 | Bibliography |  |

### d. Expert Validation

After the QR Code-based Arabic textbook has been designed, the next stage is that the researcher will validate the experts consisting of media experts and material experts by their fields.

This study's validator for media experts was Ms. Aufia Aisa M.Pd.I, a lecturer at FAI (Faculty of Islamic Religion) Arabic Language Education Study Program, University of K.H A. Wahab Hasbullah Jombang. And the material validator is Mrs. Amrini Shofiyani. M.Pd., lecturer at FAI (Faculty of Islamic Religion) Arabic Language Education Study Program, University of K.H A. Wahab Hasbullah Jombang. After the validator conducted a product trial and filled out the questionnaire, the researcher then analyzed the results of the product questionnaire using assessment indicators. The following is a table of assessment indicators:

**Table 2.** Score Range

| No. | Assessment Indicator | Score |
|-----|---------------------|-------|
| 1. | Very good | 5 |
| 2. | Good | 4 |
| 3. | Enough | 3 |
| 4. | Not good | 2 |
| 5. | Very Less Good | 1 |

To calculate the results of the questionnaire, use the following formula:

$$Value = \frac{\Sigma\,\text{Value obtained}}{\Sigma\,\text{Maximum Value}} \times 100\%$$

The determination of product feasibility level is as follows (Ernawati, 2017):

**Table 3.** Criteria for the Feasibility Level of Textbooks

| No. | Percentage | Criteria |
|---|---|---|
| 1. | 81,0% - 100,0% | Very Worth it |
| 2. | 61,0% - 80,9% | Worthy |
| 3. | 41,0% - 60,9% | Decent Enough |
| 4. | 21,0% - 40,9% | Not feasible |
| 5. | 0%-20% | Very Unworthy |

The results of the media validation questionnaire from Mrs. Aufia Aisa, M. Pd.I., are as follows:

**Figure 2.** Validation Results from Media Expert Validators
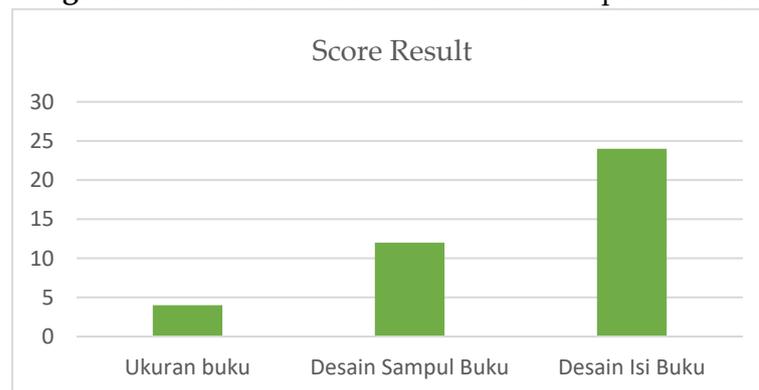


$$P = \frac{40}{45} \times 100\%$$

$$= 88,8\%$$

From the graphic in Figure 2, the total score obtained is 40. These results are included in the percentage formula, and the result is 88.8% with the criteria of "Very Eligible," meaning that in terms of the Arabic language teaching materials based on the QR Code that has been developed, it is very suitable for use in learning Arabic vocabulary.

And for the results of the material validation questionnaire from Ms. Amrini Shofiyani, M.Pd., are as follows:

**Figure 3.** Validation Results from Material Expert Validators
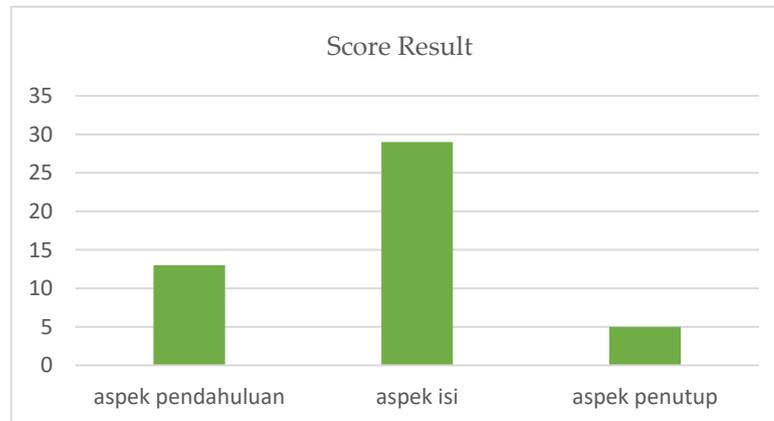


$$P = \frac{47}{50} \times 100\%$$

$$= 94\%$$

From Figure 3, the total score obtained is 47. These results are included in the percentage formula, and the result is 94% with the criteria of "Very Eligible," meaning that in terms of the material for Arabic language teaching materials based on the QR code being developed, it is very suitable for use in vocabulary learning. Arabic with several revisions.

e. **Product Revision**

This stage is an improvement of Arabic textbooks using the QR Code based on suggestions from material experts, namely providing translations of the learning outcomes per chapter.

**Table 4.** Revision of the Validator

| No | Before Revision | After Revision |
|----|-----------------|----------------|
| 1. | There is no meaning in learning outcomes | Given the meaning of using the QR Code |



### f.  Product Trials

Product trials were conducted on 20 second-semester students of the management study program, Faculty of Economics, KH University. A. Wahab Hasbullah Jombang. In the trial implementation of Arabic textbook products using the QR Code, the researcher introduced the product first, and then the students tried to use the QR Code-based Arabic textbook product. Furthermore, the students were given tests in the form of a pre-test and post-test and, in the end, filled out a questionnaire provided by the researcher. The following are the pre-test and post-test scores for second-semester management students:

**Table 5.** Pre-Test And Post-Test Scores

| No. | Name | Pre-test | Post-test |
|-----|------|----------|-----------|
| 1. | Zakiyyah Marhamah | 100 | 100 |
| 2. | Ananda Zahwa M | 55 | 83 |
| 3. | Hilmi Afa | 45 | 65 |
| 4. | Nilam Cahyati | 65 | 100 |
| 5. | Irma Ayu Amalia | 43 | 100 |
| 6. | M. Bady Falah Al Haikal | 20 | 60 |
| 7. | Azimatunnisa' | 80 | 100 |
| 8. | Moch. Fatahul Amin | 50 | 53 |
| 9. | Nur Hidayah | 43 | 63 |
| 10. | Candra Nur Adiputra | 35 | 95 |
| 11. | Khabib Akbar | 20 | 95 |
| 12. | Syahrul Rozaky | 20 | 95 |
| 13. | Brian Dickson A | 53 | 63 |
| 14. | Hafidha Dina Kamila | 65 | 100 |
| 15. | Ernita Laylatul Hikmah | 80 | 98 |

| 16. | Pipit Setyowati | 75 | 90 |
|-----|-----------------|-----|-----|
| 17. | M. Faisal Ramdani | 45 | 75 |
| 18. | M. A. Fatahillah | 15 | 63 |
| 19. | Aditya Eka Musthofa | 45 | 95 |
| 20. | Rohmad Lukman Hakim | 90 | 95 |

Based on the table above, it can be concluded that student scores have increased from the pre-test to the post-test. In the post-test, the minimum score is 15, while the maximum score is 100, and only one person gets a perfect score (100), while in the post-test score, the minimum score is 60 and the maximum score is 100, 5 people get a perfect score ( 100). From this, it can be understood that the scores on the post-test are much better than the scores on the pre-test because previously, only 5% of students got perfect scores to 25% who got perfect scores.

The following is a graph of the results of the operational feasibility questionnaire:

**Figure 4.** Results of the Operational Feasibility Questionnaire
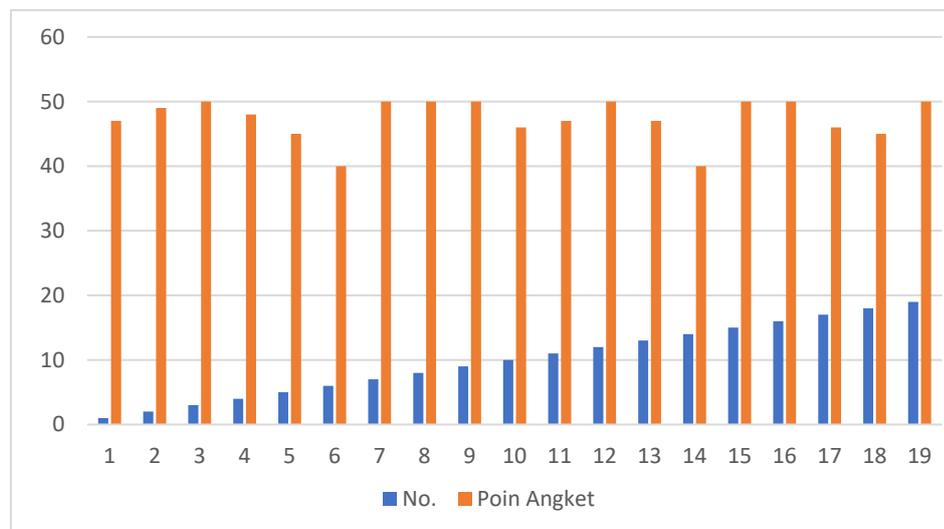


$$P = \frac{950}{1000} \times 100\%$$

$$= 95\%$$

From the graphic data above, the total score obtained is 950, then the result is entered into the percentage formula. The result is 95% with the criteria "Very Eligible," meaning Arabic Language Teaching Materials Products Using the QR Code from the questionnaire results of second-semester student management KH University. A. Wahab Hasbullah Jombang is suitable for use and accessible to the public.

g. **Product Revision**

After conducting product trials, several problems were found that became obstacles in the use of the developed QR Code-based Arabic language textbooks, namely that several QR Codes were still locked and could not be accessed, and justified the meaning of the word "الرِّيَاضِيَّاتُ" which should mean "mathematics" but in the book means "sport." With this in mind, it is necessary to make improvements to perfect Arabic textbook products using the QR Code.

**Table 5.** Revisions of Product Trials

| No | Before Revision | After Revision |
|----|-----------------|----------------|
| 1. | There is an error in the meaning | It's been revised with the correct meaning |
| |  |  |
| 2. | Some files have restricted access permissions | All file access permissions are public |
| |  |  |

**The Effectiveness of Using QR Code-Based Textbooks**

From the pre-test and post-test results, there is an increase in learning outcomes. This can be seen from the average comparison of students who have increased from pre-test to post-test. In the following, the researcher presents the results of student scores:

**Figure 5.** Results of Student Learning Scores



**Table 6.** Comparison of Pre-test and Post Test Average Scores

| 49,95 | 84,4 |
|-------|------|
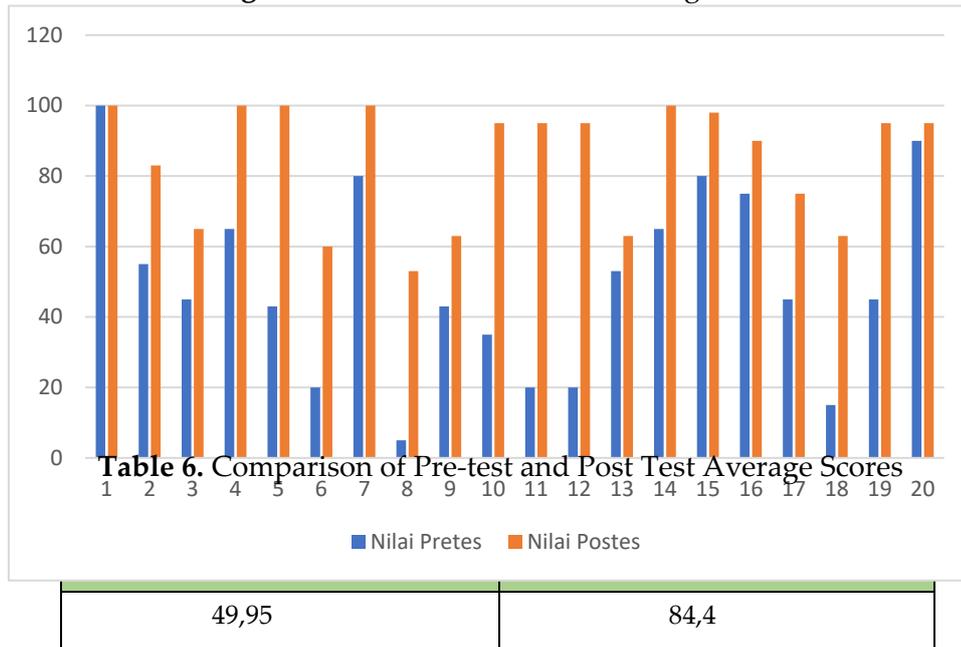
From the pre-test and post-test data presented, it can be seen that the average value of the pre-test and post-test has increased to 49.95 in the pre-test and then risen to 84.4 in the post-test. Thus, using the Qr Code, Arabic teaching materials can improve student learning outcomes in the second semester of KH. A. Wahab Hasbullah Jombang University management in Arabic courses.

The data obtained from SPSS is presented as follows:

**Table 7.** Descriptive
Statistical Data

| Post-Test | | |
|-----------|---------|----|
| N | Valid | 20 |
| | Missing | 0 |

The table above shows all valid and complete data. The data taken by the author amounted to 20 respondents. In the post-test score variable, there were 20 valid data and 0 invalid data.

**Normality Test**

**Table 8.** Data Normality Test

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|-----------|-----------|-----|-------|-----------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Post-test | .285 | 20 | .000 | .805 | 20 | .001 |
| pre-test | .124 | 20 | .200* | .967 | 20 | .690 |

From the table above, it can be seen in the Shapiro-Wilk section the numbers in that column in the post-test variables are not normally distributed because the 0.001 result has not reached the normality score of 0.05, while in the pre-test variable, the results are 0.690, which is more than 0.05, so it can be said that the pre-test variables are normally distributed. If declared abnormal, the data analysis stage can be continued with Non-Parametric Statistics for the Wilcoxon Test.

**Wilcoxon Test (Non-Parametric)**

In the Wilcoxon Test, to determine whether the hypothesis is accepted or rejected, look at the Asymp Sig value. (2-tailed). If the value of Asymp Sig. (2-tailed) < 0.05, then Ha is accepted, and H0 is rejected, whereas if the value of Asymp Sig. (2-tailed) > 0.05, then Ha is rejected, and H0 is accepted.

**Table 9.** Wilcoxon Test

|                        | Post-test – Pre-test |
| ---------------------- | -------------------- |
| Z                      | -3.826[b]            |
| Asymp. Sig. (2-tailed) | .000                 |

From the table above, it is known that the Asymp Sig. (2-tailed) is 0.000, then 0.000 <0.05, which means that Ha is accepted and H0 is rejected. That is, there is a significant difference in the results of learning Arabic vocabulary in second-semester students of the Management Study Program, University of KH. A. Wahab Hasbullah Jombang, after using QR Code-based Arabic textbooks. So it can be concluded that the use of QR-based teaching materials in learning Arabic vocabulary in second-semester management students at KH. A. Wahab Hasbullah Jombang is effective.

**Discussion**

From this research, it can be understood that the Arabic language course is a compulsory subject for all study programs, not only Arabic study programs, one of which is in the management study program at the Faculty of Economics. However, there is a fundamental obstacle, namely related to the absence of patent textbooks for learning Arabic vocabulary in management study programs, so that every time there is a change in Arabic lecturers in second-semester management, the material presented is also changed so that textbooks are needed as patent references in learning. The development of a QR code-based Arabic language textbook was prepared according to the needs and backgrounds of students. This is as conveyed in research (Nasrullah, 2018) that textbooks must be adapted to students' needs and ability levels, taking into account

educational background and understanding of material sources. Education and language experts emphasize a strong relationship between patterns of individual development and growth and foreign language learning abilities, and there are clear differences between the subject matter level that must be considered. Mubtadi' (lower level), Mutawassith (intermediate level), and Mutaqaddim (advanced level). This statement should be considered when planning teaching materials and selecting strategies at each level.

Especially at the University of KH. A. Wahab Hasbullah Jombang class is not classified based on Arabic language ability or ability to read the Koran, but according to the University entrance exam scores, students' Arabic language skills also vary. In general, students in non-Arabic study programs are alumni of public schools, and most of them are not necessarily able to read the Qur'an, let alone learn Arabic. This aligns with the statement: Arabic is considered new for students who graduate from public universities (SMA and SMK). Even data from the Ministry of Religion shows that there are still quite several tertiary students who need help to read the Al-Qur'an (Kementerian Agama, 2018). It is common knowledge that graduates or alums of Islamic boarding schools excel in Arabic courses compared to students who graduate from public schools. This finding is consistent with the statement that students who have experience studying at Islamic boarding schools have a deeper ability to understand Arabic language courses (Afifah, Sunarto et al., 2020).

In this development, Arabic textbooks are trying to be arranged as attractive as possible but still under learning objectives because the benefits of textbooks include encouraging reading interest. Textbooks must be well-designed and packaged in an attractive format to encourage reading interest and provide opportunities for reading. Textbooks provide the widest possible space for students to practice independently (Amirulmukminin & Purnama, 2023). One way is to use the QR Code. Apart from encouraging students' interest in reading textbooks, the QR Code also facilitates students' access to the Arabic language textbooks being developed. Students, with the help of a cellphone camera, can scan the desired QR-Code, then the QR code reader program will automatically scan the data in it, and if the barcode contains the website address, the user can directly access the site without typing the site address which is aimed (Pratiwi & Indana, 2022).

Vocabulary is fundamental learning in Arabic courses, so second-semester management students are required to be able to master and understand Arabic vocabulary first before studying other linguistic elements. This is to the statement that vocabulary is one of the language elements

foreign language learners, including Arabic, must master. With sufficient Arabic vocabulary, it can help and assist someone in communicating and writing in that foreign language (Aulia et al., 2021).

On the other hand, after carrying out the Wilcoxon test, it was found that Ha was accepted and H0 was rejected, which means that there is a significant difference in the Arabic vocabulary learning outcomes of students in the second semester of the management study program, KH University. A. Wahab Hasbullah Jombang after using QR Code-based Arabic textbooks. This supports the findings that teaching textbooks provide students with interesting learning materials so that ongoing learning will be more effective, especially when combined with other technologies in presenting it (Sudirman et al., 2020).

**CONCLUSION**

This research produced a QR Code-based Arabic vocabulary textbook, in which the QR Code contains audio and word documents. The QR Code in the Arabic textbook developed is online and flexible. From the assessment of experts and student responses, teaching materials in Arabic textbooks using the QR Code meet the "very feasible" criteria. Teaching materials in the form of Arabic textbooks using the QR Code are effective. This can be seen from the percentage after using the QR Code Arabic textbook in learning (84.4%) is greater than the percentage obtained before using the QR Code Arabic textbook (49.95%). The comparison between the two results shows that there is an increase in student achievement. Then after the Wilcoxon test, the Asymp Sig value obtained (2-tailed) is 0.000 <0.05, which means that Ha is accepted and H0 is rejected. That is, there is a significant difference in the results of learning Arabic vocabulary in the second semester of the management study program at the University of KH. A. Wahab Hasbullah Jombang after using QR Code-based Arabic textbooks. So it can be concluded that using QR-based teaching materials in learning Arabic vocabulary in second-semester management students at KH. A. Wahab Hasbullah Jombang is effective.

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