

THE DEVELOPMENT OF QR CODE-BASED AL-QUR'AN HADITH AND FIQH TEXTBOOKS FOR ISLAMIC SENIOR HIGH SCHOOL

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Abstract

The purpose of this research is to focus on innovation in the development of QR Code-based Al-Qur'an Hadith and Fiqh textbooks that are directly accessible via YouTube links so that students become more interested in learning independently and enthusiastic about the learning process. This research uses the RnD (Research and Development) method with a 4-D development model developed by Thiagarajan (define, design, develop, disseminate). Data collection techniques in this study were observation, interviews, questionnaires, pre-test, post-test, and documentation. The data analysis technique in this study is descriptive analysis and technical analysis of the Paired Sample T-Test. Based on the results of the validation that has been carried out, the development of my mother's teaching of Al-Qur'an Hadith and Fiqh QR Code was stated to be "very appropriate" with the percentage of material experts was 84% for Al-Quran Hadith and 179% for Fiqh while the assessment from material experts was 192%. Therefore, the development of teaching mothers is effectively and efficiently used as teaching materials or the latest references to increase students' interest in learning.

Keywords

Al-Qur'an Hadith and Fiqh, QR Code, Textbook Development



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INTRODUCTION

Education is an effort that is consciously and carefully planned to realize the process of teaching and learning to improve human thinking patterns by teaching immoral, social, and spiritual attitudes (Abidin, 2019). Particularly in Islamic religious education, which is mandatory in every Islamic and public school in Indonesia because this education contains lessons on how to behave with morals, Islamic laws, and the interpretation of the verses of the Qur'an to become guidelines and instructions, share daily life, along with history and the spread of Islam (Syaadah et al., 2022).

With this, the development of learning media is very much needed as a learning tool (Mariana & Permadi, 2020). Learning media is a tool that can help the process of teaching and learning achieve good learning goals in the form of explanations, videos, photos, and others (Sa'idah et al., 2020). Learning media also plays an important role in the world of education as a support, especially for educational institutions in schools; one example is my mother's teaching (Nurrita, 2018). The textbook is teaching material in the form of material that is systematically arranged and used to help teachers in the process of teaching and learning (Aisa & Septyningrum, 2022). Because of that, in teaching material education, those are the core elements that must be mastered by the students so that they are always developed along with current knowledge (Nazif, 2020).

The design of developing textbooks based on QR Code (Quick Response Code) functions as a renewal tool in today's increasingly sophisticated technological textbooks equipped with a scan platform to go to the YouTube link containing brief, interesting, and efficient explanations for the process of teaching and learning activities for participants to educate so as not to get bored (Mathoriyah et al., 2022). QR Code is software that is used as a tool in learning media. This QR Code can be accessed via a smartphone, which almost all students have, so it's easy to use. The design of this textbook development focuses on the subjects of Al-Quran Hadith and Fiqh (Sianipar et al., 2021). Al-Qur'an and Hadith is the main subject of the lesson, which contains information about the lesson and emphasize the verses of the Al-Qur'an and hadith for the formation of certain character traits in everyday life according to the teachings of the Al-Qur'an and the hadith (Jaya, 2020), (Jombang, 2023). At the same time, Fiqh is a subject that contains material about laws, provisions, and regulations that are lived or occur in everyday life as a guide for addressing something (Rozi et al., 2022).

Based on the results of observations through interviews with one of the Al-Quran Hadith and Fiqh subject teachers states that so far, the learning process has used teaching materials in the form of textbooks delivered through lecture methods, PPT media, questions and answers, and assignments to students. Seeing the conditions in the field, the textbooks used in Al-Qur'an Hadith and Fiqh subjects are textbooks and student worksheets only, and there have been no additional supporting elements as student learning resources, so they are seen as less attractive, monotonous, and boring. Then, a new innovation is needed, namely the QR Code-based Al-Qur'an Hadith and Fiqh teaching book, which is expected to bring changes in better learning.

The choice is to use QR Code-based textbooks because QR Codes can be directly accessed on YouTube links in the form of video explanations of subjects to make students more interested in learning independently and enthusiastically. Providing many advantages, teachers can make adjustments to class needs and use illustrated guidebooks for selected existing field study sites that are easy to use according to the level of their students. This research aims to develop a course book for the subject of Al-Qur'an Hadith and Fiqh based on QR Codes for class XI at MA Mambaul Ulum Jombang, and it is hoped that it can assist teachers in delivering learning material.

There are several relevant previous studies, including 1) Hilma Maulal Fatwa et al. (2023), with research results showing that the development of QR Code-based textbooks on commendable moral material occupies valid criteria with an average validity of 91% and the attractiveness level of textbooks with an average percentage of 98% (very interesting). The QR Code-based textbook on commendable morals for class 2 MI is in the effective category after analysis using the t-test, which shows the results of t-count (4.163332) > t-table (2.160), so it can be concluded that there is a development of social attitudes after using the QR Code based textbook on material commendable morals for class 2 MI. 2) Nurul Hidayati et al. (2021) show that the design of QR Code handout teaching materials accessed via smartphones can support the student learning process in understanding historical material. 3) Anton Zulkarnain Sianipar et al. (2021) show the effectiveness of the development of QR Code-based statistics modules in training high-order thinking skills (HOTS) for students both in terms of logic and reasoning abilities, analytical skills, evaluation abilities, and creative abilities. 4) Hanit Nikmahtul Kusumaningtyas and Luqman Hakim (2020) show that the development of a scientific approach book for Islamic financial institution services subjects based on the QR Code integrates Kahoot using the 4-D development model from Thiagarajan, which consists of the Define, Design, Develop, and Disseminate stages. The feasibility

of scientific approach books that are guided by BSNP is 86,72% with very feasible interpretation criteria, while the student response to the development of scientific approach books that are guided by BSNP is 95,60% with very feasible interpretation criteria. With the conclusion that Islamic financial institution service books can be used in the learning process. 5) Hafis M. Kaunang Ataji et al. (2019) show that the development of modules based on QR Code Technology on human reproductive system material is integrated with the Al-Qur'an and Hadith as a source of learning biology for class XI SMAN 1 Punggur by using the development of the Thiagarajan model, which only takes three stages, namely define, design, and develop. The validation results of design experts are 81,50%, material experts are 92,50%, Al-Qur'an, and Hadith Interpretation Experts are 88,50%, and the results of small group trials with results of 84% with conclusions are feasible for use by students.

From the results of previous research, the background of this research focuses on the application of new technology, namely QR Code, which is integrated with textbooks to support Al-Qur'an Hadith and Fiqh learning activities because it is an interactive, interesting technology and helps educators understand the material. This innovation in the development of QR Code-based Al-Qur'an Hadith and Fiqh textbooks is directly accessible on the YouTube link, with the purpose of making students more interested in learning independently and excited in the learning process.

METHOD

This research is an R&D (research and development) method. The development model used as a reference in this study is the 4-D model (define, design, develop, and disseminate). (Thiagarajan et al., 1974). Material developed from the Al-Qur'an Hadith, namely being responsible for maintaining trust and competing in goodness, and Fiqh material, namely marriage in Islam and divorce. The research location is MA Mambaul Ulum in Megaluh Village, Jombang Regency. The population in this study was all students of class XI MA Mambaul Ulum Jombang, with a sample of 25 students of class XI MIPA.

Based on the data source, data collection uses two sources, namely primary sources and secondary sources. The primary data sources for this research are Al-Qur'an Hadith and Fiqh textbooks in the form of package books and LKS books (student worksheets). The secondary sources in this study are 1) the Principal, 2) the Deputy Head of Curriculum, and 3) The Al-Qur'an Hadith and Fiqh Teacher, namely Mr. Abdul Fattah, S.Pd., said that the Al-Qur'an Hadith and Fiqh

textbooks still use printed textbooks, LKS (student worksheets), only, thus requiring textbook innovations that are in line with current technological developments. 4) Some students in class XI MA Mambaul Ulum Jombang stated that the textbooks Al-Quran Hadith and Fiqh used were only printed packages, so when delivering the material using the lecture method and PowerPoint media alone, it is less interesting and boring.

Data collection techniques in this study were observation, interviews, questionnaires, pre-tests, post-tests, and documentation. Conduct direct observations at school and in class XI MIPA. Interviews were carried out orally individually with the principal, head of curriculum, Al-Qur'an Hadith, and Fiqh teachers, as well as several class XI students at MA Mambaul Ulum Jombang. The distribution of questionnaires or questionnaires is given to validators (material experts and media experts) to find out the results of the product feasibility assessment, while respondents (students) use the pre-test and post-test sheets to find out the level of satisfaction, as well as documenting several photos and videos during research.

The data analysis technique in this study is descriptive analysis and technical analysis T-test (Paired Sample T-Test).

1) Percentage Descriptive Analysis

Data collected from experts uses formulas:

$$P = \frac{\sum x}{\sum x_i} \times 100 \%$$

Explanation :

P : Eligibility Presentation

$\sum x$: The total number of validator score answers (real value)

$\sum x_i$: The Total number of highest-scoring answers (expected value)

100% :

Table 1. The criteria level table

Percentage (%)	Product Eligibility Criteria
80%-100%	Very Suitable
60%-79%	Suitable
40%-59%	Isn't Suitable
<40%	Very Isn't Suitable

(Sugiyono, 2017)

2) T Test (*Paired Sample T-Test*)

In the field test, there are two types of data: questionnaire data and pre-test and post-test data. Questionnaire data was analyzed using percentage descriptive analysis, while the pre-test and post-test results were analyzed using *Paired Sample T-Test*.

The formula is as follows:

$$t = \frac{\bar{d}}{s/\sqrt{n}}$$

Explanation:

t = Calculated t value

\bar{d} = Mean deviation

s = Standard deviation

n = Number of samples

Testing is done by using a significant 0.05 ($\alpha=5\%$) between the independent variable and the dependent variable. The basis for making a decision to accept or reject H_0 in this test is as follows:

1. If the value is significant $> 0,05$, then H_0 is accepted, or H_a is rejected (the performance difference is not significant).
2. If the value is significant < 0.05 , then H_0 is rejected, or H_a is accepted (a significant performance difference).

FINDINGS AND DISCUSSIONS

Findings

Process of Developing QR Code Based Class XI Al-Qur'an Hadith and Fiqh Teaching Books at MA Mambaul Ulum Jombang.

A. (*Define*)

Needs analysis (*Needs Assessment*) aims to establish and define learning requirements, beginning with an analysis of the objectives and limits of the material developed by the media. This stage includes five main steps, namely:

1. Curriculum Analysis

Curriculum analysis is the first step at this stage, where the researcher examines the curriculum used at the school. This analysis aims to determine the competence with which the media to be developed is in accordance with the learning media of Islamic religious education. The

curriculum used as a reference, namely the school that became the research location, is the K-13 curriculum.

2. Student Analysis

Student analysis is a study of the characteristics of students in accordance with the design of teaching media. The characteristic of this analysis is that it aims to determine students learning characteristics from the teaching media being developed, whether it can stimulate their way of thinking, including background knowledge, and where the results of this background are intended and that students can find out how to increase their interest in learning with learning media in line with current technological developments. Now developed by researchers, it improves students' cognitive development in teaching and learning so that they can compete in future life in the educational studies to face.

3. Material Analysis

The material analysis aims to adapt the material to the media being developed because the development of QR Code-based Al-Qur'an Hadith and Fiqh textbooks can make it easier for students to learn independently. In this study, the researcher chose Islamic Religious Education subjects, namely Al-Qur'an Hadith, sub-material: responsibility for trust and competing in goodness, and Fiqh with sub-material: marriage in Islam and divorce.

4. Concept Analysis

Concept analysis is the purpose of identifying, detailing, and systematically arranging the relevant concepts to be taught based on the beginning of the final analysis. This analysis is the basis for developing learning objectives. This research helps educators shape and choose the right learning to help achieve learning that is aligned with core competencies and competency standards.

5. Formulation or Specification of Objectives

This stage is carried out to formulate the results of task analysis and concept analysis to become indicators of achieving the objectives. The result of this goal is for instructional development, which includes increasing knowledge, skills, and attitudes that will be achieved at the end, and then they develop into test questions. A series of indicators for achieving learning is the basis for designing teaching media.

B. (Design)

The design stage is known as designing learning media products. The product design here is still conceptual, which will then underlie the learning model process. The purpose of this stage is

to prepare a type of learning media, namely the development of QR code-based textbooks. This stage consists of four steps:

1. Selecting the Appropriate Topics of Study Materials

At this stage, the researcher reviews the topics in Islamic religious education material and then analyses what materials he wants to present, namely material related to core competencies. Explain the relationship between material, structure, concepts, and scientific mindsets that support the subjects being taught. In this case, the researchers focused on one of the indicators contained in these basic competencies. Therefore, researchers intend to develop QR code-based learning media.

2. Setting Criteria

The determination of these criteria is intended to design the content of the media that will be presented. The criteria include information content that is appropriate to the learning experience of students, a writing style that is clear and easy to understand, the use of color in images, and good organization of the material.

3. Format Selection

In the beginning step of the design stage, the format selection is carried out according to the learning material. The form of presentation is chosen based on the learning media used. The format selection in this development aims to design the content of the learning material, namely the approach to be used, selecting learning resources, and creating a QR Code-based textbook media design. This stage will be designed to make it easier for researchers to develop an initial concept plan diagram, or what is called a storyboard.

Figure 1. Development of QR Code Based Textbooks



4. Preliminary Design of Presentation of Learning Media

At this stage, we are designing learning media for textbooks on Al-Qur'an Hadith and Fiqh based on QR codes. The results of this stage are in the form of a design of learning media, including all components of learning media along with research instruments.

Table 2 Results of Designing Textbooks on Al-Qur'an Hadith and Fiqh Material Based on QR Code



Textbook Front Cover



Textbook Back Cover



Textbook Preface



Textbook Table of Contents



Cover for Chapter 1



Cover Material for Chapter 1 of the Al-Qur'an Hadith



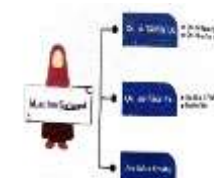
QR Code



KI Chapter 1 Al-Qur'an Hadith



KD Chapter 1 Al-Qur'an Hadith



Concept Map Chapter 1 Al-Qur'an Hadith



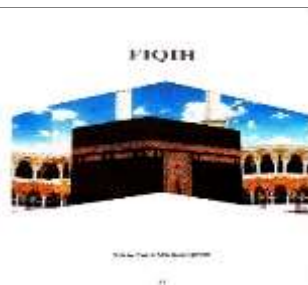
Material Chapter 1 Al-Qur'an Hadith



Task Chapter 1 Al-Qur'an Hadith



Reference Chapter 1 of the Qur'an Hadith



Cover 1 Fiqh



Material Cover Chapter 1 Fiqh



KI and KD Chapter 1 Fiqh



Concept Map Chapter 1 Fiqh



Material Chapter 1 Fiqh



Assignment Chapter 1 Fiqh



Reference Chapter 1 Fiqh



Bibliography



Glossary



Al-Qur'an Hadith Index



Fiqh Index



Writer Biography



Counselor Curriculum Vitae

C. (Develop)

The development stage contains activities in the form of product design and realization. In this stage, the conceptual framework is realized into a product that is ready to be implemented. At this stage, media validation is to be carried out by the validator. The validators chosen by the researchers were Arabic language lecturers and Al-Qur'an Hadith and Fiqh teachers as material and media validators. The purpose of the validator is to determine the quality of the product before it is implemented for students. The targets for product testing were class XI MIPA students at MA Mambaul Ulum Jombang. At this stage, the product is learning media for QR Code Based Al-Qur'an Hadith and Fiqh Textbooks. And then, the media will go through several stages, namely:

1. (Expert Validation)

At the validation stage, the expert asks for expert theoretical and practical considerations about the validity of learning media for the QR Code. Based on the Al-Qur'an Hadith and Fiqh Teaching Book, the validators consist of experts in the field of Islamic Religious Education and media experts. The purpose of the validator is to determine the quality of the product before implementing it with students.

a) Material Expert Validation

This stage is a validation process by material experts for the development of research products, namely QR Code-based textbook development media. Validation of Al-Qur'an Hadith subject material was carried out by H. Mahmud, S.Ag., M.Si, and the Fiqh subject was conducted by Abdul Fattah, S.Pd.

Table 1. Expert Validation of Al-Qur'an Hadith Material

Material Validation														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
3	3	3	4	3	3	4	3	3	4	4	3	3	4	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	
0.75	0.75	0.75	1	0.75	0.75	1	0.75	0.75	1	1	0.75	0.75	1	
100	100	100	100	100	100	100	100	100	100	100	100	100	100	
75	75	75	100	75	75	100	75	75	100	100	75	75	100	84

Table 2. Fiqh Material Expert Validation Material Validation

Material Validation														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
3	3	3	3	2	3	3	3	3	4	3	3	4	4	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	
0.75	0.75	0.75	0.75	0.5	0.75	0.75	0.75	0.75	1	0.75	0.75	1	1	
100	100	100	100	100	100	100	100	100	100	100	100	100	100	
75	75	75	75	50	75	75	75	75	100	75	75	100	100	79

Based on the above data, expert validation of the subject matter of the Qur'an Hadith and Fiqh obtained results with a percentage of 84% for the Qur'an Hadith and 79% for Fiqh. The results showed that QR Code-based textbook products achieved the predicate "Very Appropriate" in the subjects of the Qur'an Hadith, while Fiqh subjects achieved the predicate "Appropriate" with achievement levels between 81-100% and 60-79%. Therefore, the material in the QR Code-based

textbook product is very valid and suitable for use in the learning process of the Qur'an Hadith and Fiqh for grade XI students at MA Mambaul Ulum Jombang.

b) Media Expert Validation

The second validation was by media experts, namely Aufia Aisa, M.Pd, as a permanent lecturer at KH.A. Wahab Hasbullah Tambakberas Jombang University.

Table 3. Media Expert Validation

Media Validation					
1	4	4	1	100	100
2	4	4	1	100	100
3	3	4	0.75	100	75
4	4	4	1	100	100
5	3	4	0.75	100	75
6	4	4	1	100	100
7	3	4	0.75	100	75
8	4	4	1	100	100
9	4	4	1	100	100
10	4	4	1	100	100
11	4	4	1	100	100
12	4	4	1	100	100
13	4	4	1	100	100
14	3	4	0.75	100	75
15	4	4	1	100	100
16	4	4	1	100	100
17	4	4	1	100	100
18	3	4	0.75	100	75
19	3	4	0.75	100	75
20	3	4	0.75	100	75
21	4	4	1	100	100
					92

Based on the results of the validation test by media experts, the development of QR Code-based textbooks was assessed in terms of making book media products and QR codes with the YouTube link listed when scanning the QR Code. And obtained a percentage of 92%, which reached the level of 80-100% in the "very suitable" category. This a disqualification to be used in learning Al-Qur'an Hadith and Fiqh for class XI students at MA Mambaul Ulum Jombang and can be tested on students.

2. (*Development Testing*)

a) Product Effectiveness T-Test

Analysis of the effectiveness of QR Code-based Al-Qur'an Hadith and Fiqh textbooks using

the *Paired Sample T-Test*. This test is useful to find out the differences between the results of student learning in classes that use QR Code-based Al-Qur'an Hadith and Fiqh textbooks. The results of the *Paired Sample T-Test* are shown in the table as namely:

Table 4. Paired Sample T-Test Results

Test	N	Statistics Descriptive	Paired T-test		
		M (Std. D)	t	Df	Sig. (2-tailed)
Pre-test and Post-test	25	-19.90 (12.90)	7.392	24	0.000

The basis for making a decision to accept or reject H_0 in this test is as follows:

1. If the significant value is $> 0,05$, then H_0 is accepted, or H_a is rejected (performance difference is not significant).
2. If the significant value < 0.05 , then H_0 is rejected, or H_a is accepted (significant performance difference).

Based on the table, it can be seen that the significance value of the Paired Sample T-Test test is $0,00 < 0.05$, and then the use of QR Code-based Al-Qur'an Hadith and Fiqh textbooks is proven effective and can improve the results of student learning. This supports the results of the validation that this textbook is feasible to use and can improve the results of student learning.

b) Validation of Student Responses

The trial of the developed QR Code-based textbooks was carried out on class XI students at Mambaul Ulum Jombang with a total of 25 students through distributed questionnaires with the results namely:

Table 5. Student Response Validation

No	4	3	2	1					
1.	40	45	0	0	85	100	8500	100	85
2.	44	42	0	0	86	100	8600	100	86
3.	24	57	0	0	81	100	8100	100	81
4.	44	42	0	0	86	100	8600	100	86
5.	52	36	0	0	88	100	8800	100	88
6.	40	45	0	0	85	100	8500	100	85
7.	32	51	0	0	83	100	8300	100	83
8.	28	54	0	0	82	100	8200	100	82
9.	24	57	0	0	81	100	8100	100	81
10.	40	45	0	0	85	100	8500	100	85
11.	24	57	0	0	81	100	8100	100	81
12.	16	63	0	0	79	100	7900	100	79

13.	32	51	0	0	83	100	8300	100	83
14.	40	45	0	0	85	100	8500	100	85
15.	40	45	0	0	85	100	8500	100	85
									84

The results of the calculation are obtained satisfaction results from the response of students to the use of QR Code based textbooks in the subjects of Al-Qur'an Hadith and Fiqh in Class XI at MA Mambaul Ulum Jombang, obtaining a percentage of 84%, which was included in the "very interesting" category with a criterion level of 80–100%. Thus, the development of Qur'an Hadith textbook media based on Class XI QR Code makes students interested and respond very well to becoming reference material for teaching and learning.

D. (Disseminate)

After field trials, the next stage is the dissemination stage. The aim of this stage is to disseminate learning media for Al-Qur'an Hadith and Fiqh Textbooks based on QR Codes. In this research, only limited dissemination was carried out, namely by disseminating and promoting the final product of learning media for the QR Code Based Al-Qur'an Hadith and Fiqh Textbook to school principals, Islamic religious education teachers, and class XI students at MA Mambaul Ulum Jombang.

Discussion

In this research, the development of learning media, namely Qur'an Hadith and Fiqh textbooks based on QR Codes in class XI using the Thiagarajan 4D model, namely define, design, develop, and disseminate (Billah, 2022). These steps are in accordance with Thiagarajan's theory, which explains the development process that must be carried out in a 4D model (Thiagarajan et al., 1974). After the stage of designing learning products, the results will be validated by material experts, media experts, and student responses.

Based on the results of the validation that has been carried out, the development of textbooks for the subjects of the Quran Hadith, and Fiqh based on QR Codes is stated to be "very appropriate," with the percentage of material experts at 84% for the Quran, Hadith, and Fiqh at 79%, while the assessment of media experts is 92%. Therefore, the development of QR Code-based textbook products can be continued to the dissemination stage. This research is consistent with several previous studies using QR codes, showing that the developed textbook media is suitable for use in the learning process, such as the research developed by researchers (Hidayati et al., 2022). The application of new technology, namely QR Codes integrated into textbooks, can support learning

activities because one of the technologies is interactive and interesting and helps educators understand the material (Hanit N.K dan Luqman H., 2020).

QR Code-based textbook learning media developed here has advantages in terms of time, space, and messages. Thus, students can more easily and quickly understand and discuss the learning material of the Quran, Hadith, and Fiqh, as conveyed by (Hafiza et al., 2022). In the final stage of this research, validation results with the aim of using QR Code-based textbook learning media have been successfully achieved with the help of products that have been developed and can increase the effectiveness of the learning process. This is in line with research conducted by (2021), which shows the effective influence of using this QR Code textbook learning media in improving student learning outcomes (Firmansyah et al., 2019).

This study strengthens previous research with the application of new technology, namely QR Codes integrated into textbooks, that can support Qur'anic Hadith and Fiqh learning activities because QR Codes are one of the technologies that are interactive, interesting, help educators understand the material, pay attention to the material presented, and can eliminate boredom in the teaching and learning process. They can also be effectively and efficiently used as the latest teaching or reference material to increase students' interest in learning. Because students will make better use of today's technology, improving the results of thinking in the material of the Quran Hadith and Fiqh.

CONCLUSION

This research uses the R&D method and the 4D development model, namely defining, designing, developing, and disseminating. The results of the study show that the development of a QR Code-based textbook for Al-Quran Hadith and Fiqh for class XI at MA Mambaul Ulum is very suitable for teaching and learning activities for class XI students because it received high marks from subject experts, media, and learners responses.

Material experts gave a score of 84% in Al-Qur'an Hadith subjects and 79% in Fiqh subjects. A 92% assessment was given by media experts, and an assessment of student responses obtained a score of 84%, which can be categorized as very suitable and interesting criteria. The T-test from the pre-test and post-test obtained effective results and was feasible to develop where Sig (2-tailed) $0,00 < 0,05$, which means significant. Therefore, the development of QR Code-based textbooks for Al-Quran Hadith and Fiqh subjects is effective and efficient for use as teaching materials or the latest

references to increase students' interest in learning.

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