



The Use of QR Code-Based Arabic Ewan Textbooks in Learning Mahārah Kalām

Ummu Salamah^{1*}, Muassomah Wibisono²

Email: 220104220042@student.uin-malang.ac.id¹ somahwibisono@gmail.com²

¹² UIN Maulana Malik Ibrahim Malang, Indonesia.

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Correspondence:

Phone: +62 819-3854-8006

Abstract: Learning Arabic for beginners Of course, you really need a guide book in learning a language. The book does not seem archaic and monotonous but a textbook that is creative, innovative and easy to understand for students. Al Maahira IIBS Malang, recently this institution launched the implementation of a very interesting textbook adopted from Ewan University, namely the book "Ewan Arabic" in which there are Arabic language materials juxtaposed with QR Codes. This will help teachers in developing their teaching innovations, even making the teaching process more exciting creative to support the student learning process to run smoothly and foster the spirit of student learning motivation. The researcher used a qualitative descriptive method supported by quantitative data analysis. The use of QR-Code-based ewan textbooks supports students in learning maharah kalam can motivate them. The learning atmosphere has changed to be more lively students are also more active and enthusiastic.

Keywords: Ewan textbooks, QR Code, Maharah kalam

INTRODUCTION

In the era of increasingly sophisticated development, many new things are encountered in life and are closely related to technology, especially in the field of education. (Suminar, 2019). This development has a very significant influence on the development of a quality. The industrial revolution 4.0 really demands efficiency, digitalization and automation, of course this provides a great opportunity for all parties to develop themselves and their abilities (Muassomah, at al., 2023). In the scope of education, of course, this can be marked by very easy access to information from Google or other information media. (Saleh, 2018) The use of technology in learning Arabic is very important. Because the face of Arabic in the student's imagination is very difficult. Coupled with inadequate and less interesting learning media, students' learning motivation and learning outcomes are vulnerable to decrease.

Learning media is the most important element in the teaching and learning process. Because with the existence of learning media, it will provide an effective and varied learning. (Hana, 2019) In

addition, the use of learning media that involves interaction between teachers and students is not easy to apply with a large number of students, it is feared that there are students who are not able to receive learning properly. Therefore, there is a need for learning media that functions as a stimulus from students' thoughts, interests and attention to achieve learning goals. (Furoidah, 2020)

Learning Arabic for beginners Of course, you really need a guide book or guide in learning a language. The book does not seem archaic and monotonous but a textbook that is creative, innovative and easy to understand for students.

According to Prastowo, textbooks are all forms of materials used to assist teachers in carrying out the teaching and learning process in the classroom, the materials in question can be written or unwritten. (Prastowo, 2018) The Directorate of General Secondary Education states that a textbook is a collection of writings that are made systematically, containing a certain subject matter that is prepared using applicable curriculum references. (Puspitasari, 2021)

As is the case at Al Maahira IIBS Malang, recently this institution launched the implementation of a very interesting textbook adopted from Ewan University, namely the book "Ewan Arabic" in which there are Arabic language materials juxtaposed with QR Codes. This will help teachers in developing their teaching innovations, even making the teaching process more exciting and creative to support the student learning process to run smoothly and foster the spirit of student learning motivation.

The application of technology into student learning resources can be done by integrating Quick Response Code technology or can be called QR Code with lesson textbooks. Rouillard in Sulistyio & Supriyanto (2014) stated that QR Code is a two-dimensional matrix image that has the ability to translate stored data at high speed. Durak, Orkezin, and Ataizi (2016) stated that when compared to ordinary barcodes, QR Codes can accommodate more information. In addition, printed teaching materials that are still very much needed by students if combined with QR Code technology can add significant and interesting functions for students. In addition, Rikala and Kankaaranta (2012) stated that QR Codes attract students' interest because they are different and present a learning atmosphere that is no longer limited to textbooks. In addition, QR Codes are also suitable for use in independent learning and collaboration. (Dini Kamilia, 2021)

The use of QR code-based book media makes it an interesting media where this media is assisted by TV and laptop media as an object to present the content of the book. This digital book media has a more unique advantage so that it produces interesting, valid, practical and effective learning media in the learning process so that with this students can understand English more happily with the support of images, audio, video and so on. (Zulaikah, 2023)

Based on the above background exposure, the purpose of this study is to analyze the design of Arabic textbooks using QR Codes in learning maharah kalam for students of Al Maahira IIBS Malang, to describe the steps of using Arabic textbooks using QR Code in learning maharah kalam for students of Al Maahira IIBS Malang. As well as analyzing the feasibility of Arabic textbooks using QR Codes in learning maharah kalam for Al Maahira IIBS Malang students.

METHOD

The researcher used a qualitative descriptive method supported by quantitative data analysis. In this sense, qualitative research is research that is carried out entirely on an object (Jaya, 2020) qualitative descriptive research includes a series of activities in accordance with the analysis of events, phenomena, and social circumstances (Nurbaeti, 2022). Indirectly, this research is called Classroom Action Research which is an examination of learning activities in the form of an action carried out in a class together. This research was carried out with cooperation between educators and students, namely class VII. The place of the research took place at Al Maahira Junior High School IIBS Malang. The time setting will be held on May 28, 2024.

The data collection technique in this writing is carried out in two ways. First, the field study, the collection method is carried out directly in the field (observation), precisely at Al Maahira Junior High School IIBS Malang, by determining what is needed. Then in a quantitative way, namely using a questionnaire in the form of collecting student perception data. Documentation is also carried out to provide a clear explanation regarding the process of using QR Codes. The results are presented descriptively.

RESULT AND DISCUSSION

This research is a breakthrough for the entire education community to make a positive change and solve educational problems such as the lack of student learning outcomes caused by various factors and can foster high learning motivation in learning Arabic (Ika Nur Hanifah, 2023) One of the ways that can be taken to continue to make students a learning center (student-centered) is to include students who are actively learning independently by using this QR Code application.

A QR code is a system of symbols with which information can be presented in such a way that it can be read by machines. To be able to access the content or information, the QR Code needs to be scanned first by the scanner. Initially, there was a special tool for scanning called a scanner, but now there are many applications on gadgets that can be used to create and scan QR Codes (Putra, 2022) Firmansyah and Hariyanto revealed that with new technology, especially in the form of QR codes included in textbooks, it can support the learning process. The

use of Quick Response Code (QR Code) in learning empowers students to be more active in the teaching and learning process at school (Firmansyah, 2019).

Arabic textbook design using QR Code in maharah kalam learning for Al Maahira IIBS Malang students

The use of this QR Code-based ewan textbook is carried out face-to-face with grade VII students of Al Maahira Junior High School IIBS Malang who are more or less equipped with foreign language learning, but in the implementation of their speaking skills are still very lacking, especially in Arabic.(Marlius et al., 2021) In this case, the researcher found the fact that in overcoming this, Al Maahira improved and improved the quality of education, namely in the development of attractive textbooks. The textbook was adopted from the University of Jordan. This book is named "ewan arabic" consisting of two versions, namely the print version and the ebbok in the ewan application. The book is very interesting because the design and presentation of the material is well conceptualized filled with several colors. The presentation of the material is perfect for beginners. The ewan application can be downloaded for free. The learning process can be carried out anywhere and anytime. In addition, this book/ebbok can be carried everywhere after our wishes.



Figure 1. (Desain of Ebook Ewan)

Steps to use Arabic textbooks using QR Codes in learning maharah kalam for Al Maahira IIBS Malang students.

The step in implementing this QR code-based assistance is to prepare supporting devices, such as mobile phones/laptops and TVs that are already in the classroom, (Herri Akhmad Bukhori, 2018) then

continue by accessing the QR code on the material that will be used as a lesson material. After getting the book and deciding what to teach, the team starts the teaching and learning process by reading texts accompanied by audio from native speakers so that students can absorb the material discussed, in this case students will be better and understand how to read texts well according to native speaker standards,(Nafisah, 2022) especially students can implement the skills of speaking(Sa et al., 2023) with their friends properly and correctly after the audio has been listened to. In addition, the use of this QR code book also provides color images that can motivate students to pay attention and react to what the teacher is saying. After listening to the book, the teacher guides the process of understanding the meaning of each word in the text so that students can understand the meaning of the words in the text.

Then after the delivery process, the teacher provides questions and discussions to students through the characteristics given by students based on QR codes, besides that teachers can also get answer keys for class discussions. With the use of QR code books, it will be able to increase the maharah kalam of students as evidenced by the courage of students to come forward to speak using Arabic/maharah kalam. After this implementation process is completed, most of the students stated that the teaching and learning process using this media is easier and more practical, the media is richer and more innovative, highly motivated and not boring. The learning development of students has increased dramatically with faster responses and more active classes, this is due to QR code media that has more interesting and varied information. Then this result was conveyed to the school to continue to be used in helping students in mastering Arabic.



Figure 2. (Implementation of Teaching)

Eligibility of Arabic textbooks using QR Code in maharah kalam learning for Al Maahira IIBS Malang students.

Based on the results of observations in the classroom, it is known that QR-Code can be used as an alternative digital media for learning maharah kalam. As the results of Saleh et al.'s research, the use of QR-Code is easy and provides positive benefits to learners. (Suparni, 2020) Students become active and enthusiastic during the learning process. Especially when they focus on listening to the audio of native Arabic speakers accompanied by a pen relay strategy presented by the teacher. They often focus and chuckle during the learning process using QR-Code-based ewan textbooks. The learning process was fun. Fun learning can make learners more motivated (Saputri, 2018)

These observations are also supported by the results of student perception. The results of the perception showed: 71% of students agreed that they were happy to use QR codes in learning maharah kalam, while 29% somewhat agreed. The exact same percentage, 71% of students consider that the use of QR-Code is useful for learning maharah kalam, while 29% of students somewhat agree that CR-Code is useful for learning maharah kalam. 53% of students agree that they have a positive perception of the use of QR-Codes, while 41% of them somewhat agree and there are 6% of students who disagree. In addition, 65% of students were interested in doing it again, while 29% of students somewhat agreed to do it again. However, there are 6% of students who do not agree to learn vocabulary using QR-Code again.

The results of this perception emphasized the findings in observations and field records that learning using QR-Code is fun. QR-Code can be used for learning maharah kalam. In addition, most students have a positive impression in learning using QR-Code media and most will do it again. The drawback concerns that it takes time to download the QR code because there is not always an internet connection in the classroom. Learners' gadgets are less modern so they can't download QR codes.

Here are the students' perceptions:

Subjek	Comment	Persepsion
Student 1	Making the learning process more interactive and fun.	Fun
Student 2	QR Code makes it easy for me to find Arabic exercises after the level.	Facilitate
Student 3	QR Codes are very helpful because I can interact with native speakers but there is a lack of feedback on my practice	Lack of feedback
Student 4	I find this feature more effective if there are discussion sessions or forums that allow me to discuss with others.	Input
Student 5	Easily access speaking materials from a variety of sources	Practical

Table 1. (Persepsion of Students)

Siswa 1: "Saya sangat menikmati penggunaan QR Code untuk akses materi berbicara bahasa Arab. Dengan memindai QR Code, saya bisa langsung mengakses video dan latihan berbicara yang bermanfaat. Ini membuat proses belajar menjadi lebih interaktif dan menyenangkan. Saya merasa lebih termotivasi untuk berlatih karena materi yang disediakan sangat mudah diakses kapan saja." Teori ini menekankan bagaimana teknologi, seperti QR Code, dapat mempermudah akses ke materi pembelajaran dan mendukung pembelajaran yang lebih fleksibel dan menarik.(Rivki et al., n.d.)

Siswa 2: "QR Code memudahkan saya dalam menemukan latihan berbicara bahasa Arab yang sesuai dengan level saya. Namun, terkadang koneksi internet yang tidak stabil mengganggu akses ke materi. Saya berharap ada solusi untuk masalah ini agar belajar menjadi lebih lancar." Teori ini menekankan pentingnya aksesibilitas dan konektivitas dalam pembelajaran berbasis teknologi. Kesulitan dalam mengakses materi dapat menghambat proses belajar, sehingga penting untuk memastikan koneksi yang stabil dan akses yang mudah. (Siemens et al., 2005)

Siswa 3: "Fitur QR Code sangat membantu saya untuk mendapatkan contoh pengucapan dari native

speaker dan latihan berbicara secara mandiri. Namun, saya merasa kurang mendapat umpan balik langsung tentang performa saya, yang membuat saya tidak yakin apakah saya berbicara dengan benar." Menurut teori ini, umpan balik langsung dan konstruktif sangat penting dalam pembelajaran bahasa untuk membantu siswa memahami dan memperbaiki kesalahan mereka. (Wicaksono & Suradika, 2022)

Siswa 4: "Saya suka bagaimana QR Code memungkinkan saya untuk berlatih berbicara dengan berbagai materi audio dan video. Namun, saya merasa fitur ini lebih efektif jika ada sesi diskusi atau forum yang memungkinkan saya berdiskusi dengan teman-teman dan guru tentang materi yang dipelajari." Teori ini menyarankan bahwa interaksi sosial dan diskusi dengan teman serta guru dapat meningkatkan pemahaman dan keterampilan berbicara. Meskipun media digital seperti QR Code efektif, integrasi dengan pembelajaran sosial juga penting. (Tamrin et al., 2011)

Siswa 5: "Penggunaan QR Code dalam media pembelajaran sangat praktis dan inovatif. Saya bisa dengan mudah mengakses materi berbicara dari berbagai sumber. Namun, saya merasa perlu adanya instruksi yang lebih jelas tentang cara menggunakan QR Code dan bagaimana mengintegrasikan materi tersebut dalam latihan berbicara saya." Teori ini menekankan pentingnya instruksi yang jelas dan panduan pengguna dalam memastikan bahwa teknologi, seperti QR Code, digunakan secara efektif dalam proses pembelajaran. (Sinaga, 2021)

CONCLUSION

The use of QR-Code-based ewan textbooks supports students in learning maharah kalam and can motivate them. The learning atmosphere has changed to be more lively and students are also more active and enthusiastic. QR-Code is basically not a media devoted to learning Arabic, but this media can be applied in learning and provide benefits. The use of this digital media allows the learning of maharah kalam to be more varied. For teachers or subsequent research, it is recommended that the QR-Code-based ewan book used contains not only text or images but also videos. In addition, QR-Code-based books can be used not only for learning materials but also contain several varied games in evaluating the learning process.

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