Development Of A QR. Code-Based Module for Gharib al-Quran Lessons at Al-Hikmah Islamic Boarding School Jepara

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Abstract

Development Of A QR. Code-Based Module for Gharib al-Quran Lessons at Al-Hikmah Islamic Boarding School Jepara. This research aims to develop a QR-based Gharib al-quran Module. Code in gharib al-quran learning for students at the Jepara Annual Al-Hikmah Islamic Boarding School. This research method uses the Borg and Gall development research model with the steps: 1) Research and data collection through surveys. 2). Planning. 3). Development of the initial form of the product. 4) Initial Field Trial on a Limited Scale. 5) Product Revision. The test subjects in this research were students at the Jepara Al-Hikmah Islamic Boarding School. Data collection techniques used: 1) Questionnaire, 2) Observation, 3) Interview, 4) Based on the results of data analysis through questionnaires, there are several supporting and inhibiting factors. Among the supporting factors are 1) The material in the gharib al-quran module is easy to understand, 2) The use of Qr. The code helps students learn gharib al-quran knowledge, 3) Image display and color combinations in images Qr-based gharib al-quran module. Code can increase students' enthusiasm for learning, 4) Can add new knowledge and atmosphere to learning. The inhibiting factors are 1) lack of signal availability at the Jepara

Annual Al-Hikmah Islamic Boarding School, 2) Quota limitations. It is hoped that this research can be developed and used widely and can motivate ustadz to improve the quality of learning and it is hoped that the Qr.Code-based gharib al-quran module can be used in other subjects.

Keywords: Development; Gharib al-Quran Module; Qr. Code;

Abstrak

Penelitian ini bertujuan untuk mengembangkan Modul Gharib al-Quran berbasis QR. Code dalam pembelajaran gharib al-quran bagi santri di Pondok Pesantren Al-Hikmah Tahunan Jepara. Metode penelitian ini menggunakan model penelitian pengembangan Borg and Gall dengan langkah-langkah: 1) Penelitian dan pengumpulan data melalui survei. 2). Perencanaan. 3). Pengembangan bentuk awal produk. 4) Uji Coba Lapangan Perdana dalam Skala Terbatas. 5) Revisi Produk. Subjek uji dalam penelitian ini adalah santri Pondok Pesantren Al-Hikmah Jepara. Teknik pengumpulan data yang digunakan: 1) Angket, 2) Observasi, 3) Wawancara, 4) Berdasarkan hasil analisis data melalui angket, terdapat beberapa faktor pendukung dan penghambat. Diantara faktor pendukungnya adalah 1) Materi pada modul gharib al-quran mudah dipahami, 2) Penggunaan Qr. Code membantu siswa dalam mempelajari ilmu gharib al-quran, 3) Tampilan gambar dan kombinasi warna pada gambar Modul gharib al-quran berbasis Qr. Code dapat meningkatkan semangat belajar siswa, 4) Dapat menambah pengetahuan dan suasana baru dalam pembelajaran. Adapun faktor penghambatnya adalah 1) kurangnya ketersediaan sinyal di Pondok Pesantren Al-Hikmah Tahunan Jepara, 2)Keterbatasan kuota. Harapan dari penelitian ini dapat dikembangkan dan dimanfaatkan secara luas serta dapat memotivasi ustadz untuk meningkatkan kualitas pembelajaran dan diharapkan modul gharib al-quran berbasis Qr.Code dapat digunakan pada mata pelajaran lainnya.

Kata kunci: Pengembangan; Modul Gharib al-Quran; QR. Code;

Pendahuluan

The Qur'an is a guide and guidance for Muslims, both in this world and the afterlife. Every believer has the obligation and responsibility to learn and teach it. Studying the Koran is the main obligation for every Muslim (Abuddinata, 2022). Allah subhanahu wataala is very happy if we as His servants always ask Him. On the contrary, He will be angry and angry if we don't ask Him, because that means we are arrogant towards Allah even though we always need Him. The Prophet Muhammad sallallaahu 'alaihi wa sallam always asked Allah for guidance, as he prayed:

"(O Allah, I ask You for guidance, piety, protection and wealth)" (HR. Muslim no. 2721, Tirmidhi no. 3489, Ibnu Majah no. 3105, Ibnu Hibban no. 900 and others)

The Prophet Muhammad, who was guaranteed to enter heaven, still asked Allah for guidance, so what about us cloud people who are covered in sin every day?

This is one of the verses that explains God's guidance.

And He found you confused, so He gave you guidance. (Q.S. Adh-Dhuhaa: 7)

And didn't He also find you before you became a prophet as someone who was confused because you didn't know the correct beliefs and laws, then He gave you guidance through revelation and guided you until the end of your life.

Some of them He gave guidance and others of them were definitely misguided. Indeed, they made (their) protectors other than Allah, and they thought that they were guided. (Q.S. Al-A'raaf: 30)

And We removed all kinds of grudges that were in their breasts; rivers flowed beneath them and they said: "Praise be to Allah who has guided us to this (heaven). And we would never have been guided if Allah had not guided us. Verily, the messengers of our Lord have come, bringing the truth." And it was said to them: "This is paradise which was inherited to you, because of what you previously did." (Q.S. Al-A'raaf: 43)

(And We removed all kinds of grudges that were in their chests) feelings of envy that once existed when they lived in the natural world (flowing beneath them) under the buildings where they lived (rivers and they said,) when they began to settle in their respective residences ("Praise be to Allah who has guided us to this paradise) namely deeds whose reward is this (And we will never get guidance if Allah does not give us guidance) here throw away Laula answered, this can be known because there was a previous sign that showed him (Indeed, the messengers of our Lord have come, bringing the truth." And it was said to them that it was true) with the anna which was consecrated, namely annahuu. Or it could also come from an mufassirah (that is heaven that was inherited to you, because of what you previously did).

And indeed We have brought to them a Book (the Koran) which We have explained on the basis of Our knowledge; be guidance and mercy for those who believe. (Q.S. Al-A'raaf: 52)

(And verily We have brought to them) the inhabitants of Mecca (a Book) namely the Koran (which We have explained) We have explained through its messages, its promises and its threats (on the basis of Our knowledge) to become things, namely We knowing what is detailed in it (being a guide) becomes a matter of dhamir ha (and mercy for those who believe) in him.

> *Whoever Allah wills will give him guidance, surely He will expand his chest to (accept the religion of) Islam. And whoever Allah wills to mislead, Allah will surely make his chest tight and narrow, as if he were climbing the sky. That is how Allah inflicts punishment on those who do not believe. (Q.S. Al-An'aam: 125)*

The task of the prophets is to convey God's messages to the people. Among the people there are those who receive guidance and there are also those who choose disbelief. Hidayah and disbelief are Allah's rights as are the message. The difference is that guidance must be asked for, while a message is a gift and gift from Allah alone to someone He chooses. Whoever Allah wishes will receive guidance or guidance, He will open his chest to accept Islam, that is, the door of his heart is open to accept Islam or the light that comes from Allah with which someone can see the truth, then follow that truth by embracing Islam. And whoever He wills to become astray, with his own consciousness he chooses disbelief and abandons the truth, then He makes his chest narrow and tight so that there is not the slightest gap for the truth to enter in his heart, as if he were climbing to the sky. Thus Allah inflicts punishment on those who do not believe. However, Allah will not punish a people unless they are shown signs of truth, but they are consciously reluctant to accept them.

These are the various verses of the Koran that talk about guidance. Hopefully this article adds to our insight and knowledge about the Al-Quran.

The following of the Qur'an which contain commands and piety which are summarized and can be used as a reference for the human community.

> *O you who believe, fear Allah with true devotion to Him and do not die unless you are a Muslim. (Q.S. Al-Imran 102)*

(O you who believe, fear Allah truly and sincerely) that is, by obeying and not disobeying, being grateful and not denying His grace and by remembering and not forgetting Him. The friends said, "O Messenger of Allah! Who is able to do this?" So this

verse is also accompanied by His words, "Fear Allah according to your ability." (And never die unless you are a Muslim).

> *O you who believe, fear Allah and leave behind the remainder of usury (which has not been collected) if you are believers.*

O you who believe! Fear Allah by avoiding punishment from Allah, among other things, due to the practice of usury, and leave the remainder of usury uncollected until the prohibition of usury comes if you are truly a believer who is consistent in your words and deeds.

> *O you who believe, fear Allah, look for wasilah (a way to get closer) to Him, and strive (struggle) in His path so that you will be successful.*

After explaining the punishment for security troublemakers and violators of the prohibitions of Allah and His Messenger because of their envy and disobedience, this verse commands believers to be devout and do good deeds. O you who believe! All of you fear Allah by worshiping and carrying out all His commands, and look for wasilah, the most appropriate way, to get closer to Him, and strive, that is, fight, in His path by doing good and helping those in need. All these commands are intended to make you luckier, both in this world and in the afterlife

> *O you who believe, fear Allah and stay with the righteous!*

The affirmation that Allah is the Acceptor of repentance is followed by the command: O you who believe! Fear Allah by seriously trying to carry out His commands and avoid His prohibitions, and be with people who are truthful, honest in their words, behavior and actions.

When reading the Qur'an, you need to pay attention to the rules of reading and pay attention to and practice the science of tajwid, where one part of the science of tajwid can be to avoid mistakes in reading the Qur'an. So that someone can apply the science of recitation and understand the rules of reading in the Qur'an, one of the most important parts of the science of recitation that needs to be studied is the science of Gharib (Al-Munawar, 2015). Gharib science is a science that explains the meaning of strange and obscure words that are not found in ordinary books or are not found in everyday conversation. In this case, a special explanation is needed because the discussion is vague

in terms of letters, pronunciation, meaning and understanding in the Qur'an (Thahir, A., & Abd alGhafur, 2014). Efforts to develop and improve understanding of gharib science have resulted in gharib science being applied in non-formal education such as Islamic boarding schools. The science of ghorib itself studies readings that are rare or not much in the Qur'an. Apart from that, some of the readings that are included in it have specificities in reading them, such as the readings of imalah, tashil, isymam, naql, badal, saktah, and shilah. (A.A, 2022). The importance of gharib science is that in gharib science you can know the readings, the subtle signs contained in the Koran and you have to be careful when reading it. There are many benefits that can be taken from studying gharib, namely in studying verses that are difficult to understand, it will give rise to various efforts to understand them, by knowing the gharib verses of the Qur'an, you will feel the height of the language carried by the Qur'an.(Rasyidi, 2020). The application of gharib knowledge is also applied at the Al-Hikmah Kecapi Jepara Islamic boarding school. This knowledge is the most basic thing and must be mastered by santriwan and female students. However, the majority of learning applied at this boarding school uses the lecture method. This method is used by almost 95% of the ustadz and ustadzah teachers at the Al-Hikmah Kecapi Jepara Islamic boarding school based on the results of a field research survey on the research object.

The teaching method used when learning ghorib science mostly still uses the lecture method. The lecture method is a teaching method that is used to convey information or information or a description of a subject matter or problem orally (N.K, 2018). The advantage of the lecture method is that it is cheap because it does not require large costs so it can accommodate large classes and each student has the same opportunity to listen. It is easy because it is enough to use oral media without the need for complicated preparation. Students can directly receive knowledge, can cover a lot and breadth of subject matter. However, there are many weaknesses in using the lecture method in learning activities, namely the lack of opportunities to discuss problem solving and develop courage in expressing opinions. The process of absorbing knowledge is lacking because it relies on one direction. It does not provide space for students to develop creativity. It is very difficult to detect the extent of level of understanding of all students. Teachers who lack creativity and lack of learning media will result in a monotonous classroom situation (Sulandari, 2020). In the teaching and learning process, every teacher

wants their students to obtain optimal learning results. However, at the Al-Hikmah Islamic boarding school, it was found that the students were less interested in studying gharib knowledge, which was allegedly due to several reasons, firstly, there were no special books or books provided for the students but only for the teacher to use, so the students wrote on sheets of paper by copying the teacher's writing, secondly, during the process learning is less effective and results in minimal time for the teacher to explain the material so that the other impact is that the students do not understand all the material taught by the teacher, thirdly, learning seems monotonous due to the lack of available media. Al-Hikmah Islamic boarding school provides access for students to use technology, namely there are licensing regulations for using gadgets according to a schedule that has been made. Apart from being created for refreshing, the majority of Al-Hikmah students also use gadgets as a means for learning, namely by seeking scientific insights on various social media applications.

Looking at the gharib learning process at the Jepara Annual Al-Hikmah Kecapi Islamic boarding school, innovation and adjustments are needed to support the success of gharib learning and overcome several problems with gharib learning. One of them is by developing a Qr-based gharib module. Code. With the development of a gharib science learning model using QR-based teaching modules. It is hoped that the Code will increase the enthusiasm of the students to learn gharib knowledge and be able to overcome the problems experienced by ustadz or students in learning gharib science at the Jepara Annual Al-Hikmah Kecapi Islamic Boarding School. Based on this background description, as well as seeing the importance of learning media for students which allows it to be developed in order to improve students' ability to recognize reading signs in the Koran, the researcher became interested and wanted to conduct research with the title "Development of a Qr.Code Based Module in Gharib Lessons at Al-Hikmah Jepara Islamic Boarding School." With the hope of making a real contribution in the form of increasing the students' ability to know and understand the punctuation marks in the Koran.

Theoritical Review

Learning Module

Modules are one of the teaching materials used to achieve educational goals. In order for educational goals to be achieved teachers must pay attention to appropriate learning principles. One of the learning principles that teachers need to pay attention to is increasing student activity (Sukiman, 2021). One way to create learning that can increase student activity is to use modules as learning media.

According to Oemar Hamalik, a module is a complete unit, can stand alone and consists of a series of teaching and learning activities that are arranged to help students achieve the learning objectives that will be used (Hamdani, 2021). Meanwhile, according to Nana Sudjana, learning with modules is an individual system that connects the benefits of various other individual learning. Learning using modules can provide opportunities for students to learn menurut caranya masing-masing dengan menggunakan teknik yang berbeda-beda (Najuah, 2020).

A similar view was also expressed by Prastowo who stated that modules are teaching materials that are prepared systematically in language that is easy for students to understand, according to their age and level of knowledge so that students can learn independently with minimal guidance from educators. The use of modules in learning aims to enable students to learn independently without or with a teacher. In learning, the teacher is only a facilitator.

Furthermore, according to Hamdani, a module is a learning tool or facility that contains materials, methods, limitations of learning materials, instructions for learning activities, exercises and evaluation methods that are designed systematically and interestingly to achieve the expected competencies and can be used independently. (Hamdani, 2021).

Based on these opinions, it can be concluded that a module is a teaching material that contains material, methods and evaluations that can be used independently and arranged systematically to help students learn independently in mastering their learning objectives.

QR. Code

Qr.Code is a type of two-dimensional bar code and metric code. Qr.Code was designed by the owner of the Denso Corporation in Japan called Denso Wave. In its use

Qr. Codes can collect data both horizontally and vertically and are able to store larger data than barcodes (Rahmawati, 2022).

The creation of the Qr.Code began with a retail company's problem in finding an easy way to inspect goods in 1932, with this problem Wallace Flint created a goods inspection system in the company and that was when the barcode technology was first controlled by the company before the use of Qr. Code, then followed by industrial companies, after that in 1948 food store owners asked the Drexel Institute of Technology in Philadelphia to create a system for automatically reading product information, on October 20 1949 Bernand Silver and Norman Joseph Woodland, Drexel Patent Application graduates succeeded in creating The prototype was rejected because it proposed making an information reading system using ink sensitive to ultraviolet light. Apart from that, the materials used were also expensive and ineffective. In the end they obtained a patent from the results of their research on October 7 1952. Qr. Code or Quick Response Code is a development of barcodes. Qr. Code is superior to barcode because it is in Qr. Search system code or data reading is faster, saving costs on both workers and production.

Qr. Code was first introduced in Japan in 1994 which has the advantage of being able to contain larger amounts of data. The company that first published it was Denso Mave. At the beginning of using Qr. Code is used to track manufacturing vehicles, but nowadays Qr. Code is used in a wider scope. In Indonesia Qr. Code was first used and introduced by Kompas on its 44th birthday. with the presence of Qr. Code can access news via his cellphone and can even provide input to newspaper editors.

Figure 2.1. Example of Qr. Code

Nowadays, QR applications are used. Code is not only used in companies but can be used in various fields, one of which is education. There are several applications of Qr. Code in education is:

1. Assist in organizing class management such as providing contact information from educators to students, making exam schedules, marking the identity of class equipment.

2. Helping teachers and students in carrying out learning, such as making books or modules that contain Qr. Code . with the presence of Qr. Code can connect to educational multimedia sources on the internet. In this research, researchers will create a Qr-based gharib module. Code, where Qr. The code will connect to multimedia sources and will produce audio that will help teachers and students in carrying out the learning process.

3. Qr.Code can create quizzes, so with Qr. Code helps teachers in carrying out assessments (Sartika Mustakim, 2013).

   There are several benefits of using Qr. Code is:

1. Qr.Code can store data with a high capacity. a Qr. A single code can store data up to 7,089 numbers.

2. Qr. Code has a small size but can store the same data as Barcode.

3. Qr. Code can correct errors and can help teachers in carrying out assessments.

4. Qr. The code can be divided into 16 smaller symbols to fit into small symbol spaces that are read as a single code when scanned in sequence (Widayati, 2015).

Gharib al-quran

Gharib al-quran linguistically comes from the word gharaba-yaghribu which means difficult or vague. Meanwhile, in terms of terms, the meaning of gharib al-quran according to scholars is something that requires a special explanation because it is vague or difficult to discuss, both in terms of letters, pronunciation, meaning or understanding

in the Al-Qur'an. The readings that fall into the gharib al-quran (hidden or obscure) category in Imam Ashim's qira'ah hafs history are: Imalah, Isymam, Saktah, Tashil, Naql and Badal (Andriana, 2021).

The researcher chose Qiraah Imam Ashim because Imam Ashim is the most famous qurra' imam among other qira'ah sab'ah imams, apart from that, Imam Asyim is also the qira'ah imam whose reading is most widely followed by Muslims. His real name is Abu Bakar Ashim bin Abi An-Najud. Imam Ashim came from Kuffah and once studied with Imam Abu Abdurrahman As-Sulami, who was a student of Ali bin Abi Talib. Imam Ashim taught the Qur'an from Ali bin Abi Thalb to his student, Hafs bin Sulaiman or commonly called Imam Hafs. (Nurul Elfita, 2018).

The difference between the readings in Imam Hafs' qira'ah and other qira'ah imams is in the location of the readings. In this study, the researcher did not study all gharib al-quran readings, but only gharib al-quran readings that experienced changes in sound were studied. The gharib al-quran readings that will be studied are: Imalah, Isymam, Saktah, Tashil, Naql and Badal (Nurul Elfita, 2018).

Islamic Boarding School

Islamic boarding school is a series of words consisting of Islamic boarding school and Islamic boarding school. The word hut can be interpreted as a room, a hut and a small house which is used in Indonesian to emphasize the simplicity of the building. The word Islamic boarding school is often used in everyday language with the addition of Pondok to Islamic boarding school. In terms of language, the word Islamic boarding school and the word Islamic boarding school, there is no fundamental difference between the two because the word Islamic boarding school comes from the word Funduq which means a place to sleep, guesthouse or simple hotel. .

Thus, Islamic boarding schools are Islamic educational institutions that have their own characteristics. Where in the Islamic boarding school the kiai is the leader figure, the santri are the objects given religious knowledge and the place where the students live. Islamic boarding schools can be said to be the oldest Islamic institutions in Indonesian history, and have a large role in helping the process of sustaining national education. In the understanding of Indonesian society, it can be interpreted as a place where Islamic

religious education takes place which has been institutionalized since ancient times. So in essence Islamic boarding schools are Islamic educational institutions.

Research Method

The data in this research can be obtained through qualitative data. Qualitative data is data obtained through interviews, documentation and questionnaires regarding the needs of students and teachers. The data collection techniques used in this research are:

a. Questionnaire

The questionnaire was used to obtain information about needs analysis and to see user responses as well as analyzing supporting and inhibiting factors in the use of QR-based Gharib module media. Code.

b. Observation

Observations were carried out to complete the needs analysis questionnaire data and strengthen the questionnaire data by conducting direct observations at the Al-Hikmah Kecapi Jepara Islamic boarding school

c. Interview

Interviews were conducted to complete the questionnaire data and observations made. By conducting interviews, researchers can obtain more detailed information about what has not been obtained in questionnaire and observation data.

d. Documentation

Documentation is carried out as evidence to strengthen the data collected and can make it easier for researchers to obtain factual data on gharib learning at the Al-Hikmah Kecapi Jepara Islamic boarding school.

Results

The based media module design QR code was adapted to the students, the researcher gave a needs questionnaire to the students and then analyzed it. The results of

the student needs questionnaire which was distributed to all students at the Al-Hikmah Kecapi Jepara Islamic boarding school, obtained information regarding the needs of the media to be developed. The analysis of students' needs is divided into 3 aspects, namely the interest aspect, the facilities aspect and the appearance aspect. The results of the needs analysis are as follows:
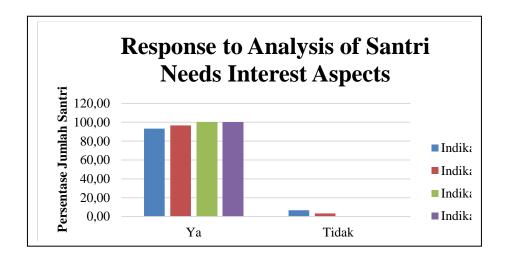

Figure 1. Analysis of Needs for Interest Aspects

The table above shows the results of the student needs questionnaire which was distributed to all students at the Al-Hikmah Kecapi Jepara Islamic boarding school. The interest aspect consists of indicators 1 to indicator 4. Indicator 1, students like gharib subjects. The response given by students to this indicator was 93.3% answered that they liked gharib al-quran learning and 6.67% answered that they did not like gharib al-quran subjects. Judging from the results of the percentage of students' answers, it explains that on average students have an interest in gharib al-quran subjects.

In indicator 2, students experience difficulties when studying gharib al-quran, the response given by students on this indicator is 96.67% answered that students have difficulty learning gharib al-quran and 3.33% of students answered that they do not experience difficulties when studying gharib al-quran. Based on the results of the percentage of students' answers,rata-rata santri mengalami kesulitan dalam mempelajari gharib al-quran disebabkan beberapa hal yaitu guru menggunakan metode ceramah dalam pembelajaran yang menyebabkan santri merasa bosan dan tidak memahami materi gharib al-quran selain itu santri tidak memiliki buku pegangan gharib al-quran.

In indicator 3, the teaching materials used as reference for Islamic boarding schools are difficult to understand. The response given by students to this indicator is that 100% of the teaching materials used as reference for Islamic boarding schools are very difficult to understand. From the results of the percentage of students' answers, all students stated that the teaching materials used as a reference for Islamic boarding schools were difficult to understand because the teaching materials used as references for Islamic boarding schools contained only examples of verses from the Koran and there were no explanations in each chapter. With this, the students cannot understand gharib al-quran material because the teaching materials used are difficult to understand.

In indicator 4, students need alternative teaching materials used to study gharib al-quran. The response given by students on this indicator is 100% of students answered that they really need alternative teaching materials used to study gharib al-quran. From the results of the percentage of students' answers, it can be concluded that students really need alternative teaching materials for studying gharib al-quran in order to make it easier for students to understand and practice gharib al-quran when reading the Koran.
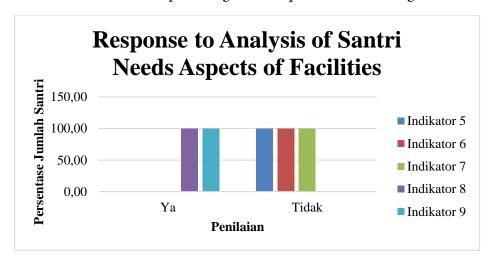

Figure 2. Analysis of Facilities Aspect Needs

The table above shows the results of a questionnaire analyzing the needs of students in the facilities aspect. The facilities aspect consists of indicators 5 to indicator 9. In indicator 5. students have other teaching materials in studying gharib al-quran. That response The students given this indicator were 100% who answered that they did not have other teaching materials for studying Gharib al-quran. From the results of this

percentage, it is clear that students do not have other teaching materials or modules. The teaching materials used by students only refer to the teaching materials provided by the teacher and do not have other teaching materials to use as a reference in studying gharib al-quran.

In indicator 6, students have a handbook for studying gharib al-quran. The response given by students to this indicator was 100% who answered that they did not have their own handbook for studying gharib al-quran. From the results of the percentage of answers, it is clear that students do not have their own handbook. During learning, students copy what the teacher writes on the blackboard.

In indicator 7 at the Al-Hikmah Kecapi Jepara Islamic boarding school there is a Qr.Code based gharib al-quran module. The response given by students to this indicator was 100% who answered that they did not have a Qr-based gharib al-quran module. Code. From the results of this percentage, it is clear that the Al-Hikmah Islamic boarding school does not yet have a Qr-based gharib al-quran module. Code. The teacher's handbook still uses a regular book which does not have Qr. Code.

In indicator 8 at the Al-Hikmah Islamic boarding school you are allowed to bring gadgets. The response given by students to this indicator was 100%. The answer was that students were allowed to bring gadgets. The results of this percentage explained that at the Al-Hikmah Islamic boarding school they were allowed to bring gadgets and there were licensing regulations for using gadgets according to the schedule that had been made. Al-Hikmah students also use gadgets as a means for learning, namely by seeking scientific insights on various social media applications.

In indicator 9, students at the Al-Hikmah Islamic boarding school agree that teaching materials will be developed in the form of Qr-based gharib al-quran modules. Code. The response given by students to this indicator was 100% of students answered that they strongly agreed if teaching materials were developed in the form of Qr-based gharib al-quran modules. Code at Al-Hikmah Islamic boarding school.
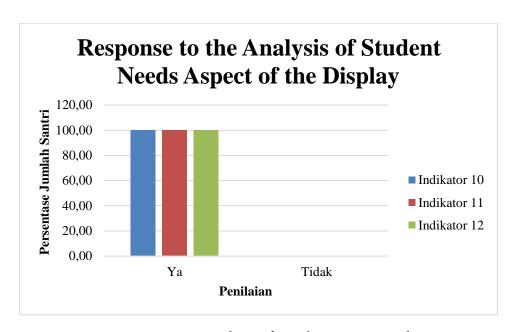
Figure 3. Analysis of Display Aspect Needs

The table above shows the results of a questionnaire analyzing students' needs in the appearance aspect. The display aspect consists of indicators 10 to indicator 12. In indicator 10, students like the colored display of the module. The response given by students to this indicator was that 100% of students liked the colored display of the module.

In indicator 11, students are interested if the language used in this module is easy to understand. The response given by students to this indicator was 100% of students strongly agreed and were interested if the language used in the module could be understood.

In indicator 12, students are interested if there is a Qr.Code based gharib al-quran module that displays audio. The response given by students to this indicator was that 100% of students strongly agreed that the gharib al-quran module was Qr-based. This code can produce audio. With the Qr-based gharib al-quran module. Code that can produce audio can help students to learn gharib al-quran independently.

From the results of the analysis of students' needs which includes 4 aspects and 12 indicators, it can be concluded that students at the Al-Hikmah Islamic boarding school really need new teaching materials to help students learn gharib al-quran. With this in mind, researchers developed a Qr-based gharib al-quran module. Code to help students

understand gharib al-quran knowledge, apart from students as well can learn independently because the gharib al-quran module is Qr-based. The code is equipped with audio that can produce gharib al-quran reading sounds
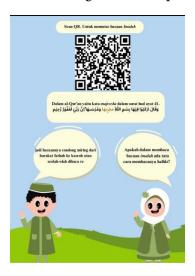
Product Design

Product Design The product is designed according to the analysis of students' needs, resulting in a product in the form of learning media in the form of a Qr-based gharib al-quran module. Code on the material Imalah, Isymam, Saktah, Tashil, Naql and Badal. Qr-based gharib al-quran module. This code is created with a different appearance on each sheet. on the first sheet of the Qr-based gharib al-quran module. This code displays the title of the material, the second sheet and so on contains the main material that will be connected to Qr. Code that will later produce audio. On the last sheet there are practice questions and a bibliography. The media design that is designed will be processed and produce a product in the form of a Qr-based gharib al-quran module. Code. Qr-based gharib al-quran module design. The code developed is described as follows:
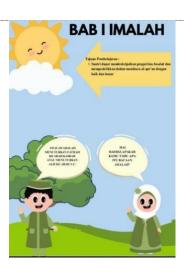

Module Cover   Material coverage

Understanding Gharib al-quran

Imalah Chapter

Procedures for reading Imalah

Isymam

Procedures for Reading Isymam

Tashil Chapter

Procedures for reading Tashil

Naql Chapter

Procedures for reading Naql

Saktah Chapter

Procedures for reading Naql

Badal Chapter

Division of Badal

Procedure for reading Badal

Summary

Exercises

Bibliography

Closing remarks

Back Cover

Product Revision

The product in this stage aims to improve the Qr-based gharib al-quran module media. Code for gharib al-quran material. revise the product according to suggestions and validators from material and media experts. Revisions to the Qr-based gharib al-quran media module. Code as follows:

Table 4. 5 Products Before and After Revision

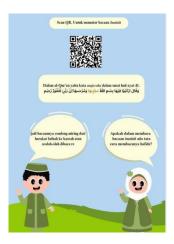| Before Revision	After Revision

Qr size. Code in the gharib al-quran sense is too big

Qr. Qr Code. Code in the sense of small size

Qr size. The code in the procedure for reading the imalah is too big

Qr size. The code for how to read small words

The use of colors in the Isymam chapter needs to be replaced with cool temperature colors	The use of color in the Isymam chapter uses cold temperature colors
Qr size. The code in the tashil material is too large	Qr. The code in tashil material is small

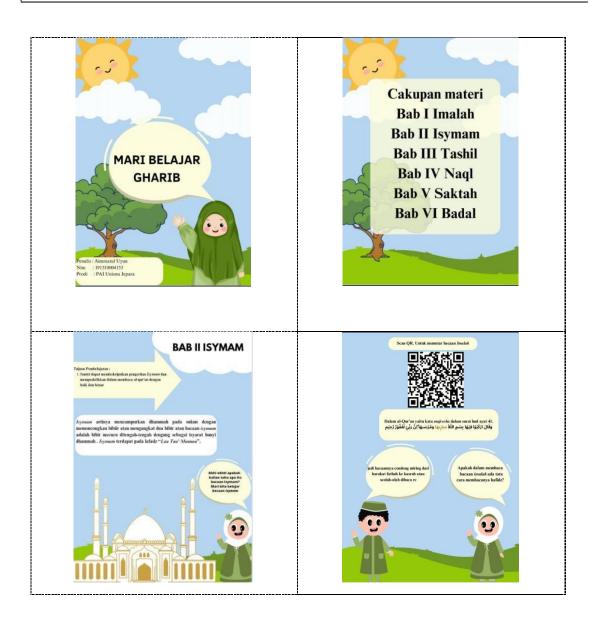|	
Qr size. The code in the material on how to read badal is too big	*Qr size. Code in the material on how to read the small badal reading*
QR size. Code in the material on how to read the small bad reading	The back cover has the logo of the Al-Hikmah Islamic boarding school and the Faculty of Tarbiyah and Teacher Training

Final Product Review

Tabel 4. 1 Final Product Review

The final product of this research is a Qr-based gharib al-quran module. Code. This media was created using the Canva and QR applications. Code. in the first display, namely the cover of the Qr.Code-based gharib al-quran module containing an invitation to learn gharib al-quran knowledge. On the second sheet is the coverage of gharib al-quran material which will be discussed on the next sheet. On the third sheet, it explains the meaning of gharib al-quran. The explanation of the meaning of gharib al-quran can be heard via the Qr.Code scanned on the gadget. on the next sheet is an explanation of the material regarding the meaning and procedures for reading imalah, isymam tashil, naql, saktah and badal. In each procedure for reading gharib al-quran material there is a Qr.Code which, when scanned into the gadget, will produce a sound reading the gharib al-quran material in accordance with the rules of gharib al-quran science, on the next sheet there is a summary of the material which makes it easier for students to understand and take important points in gharib al-quran material. On the next sheet there are practice questions to measure the level of understanding of students at the Al-Hikmah Islamic boarding school. On the back cover there is the UNISNU Jepara Tarbiyah and Teacher Training Faculty logo and the Al-Hikmah Islamic Boarding School logo.

Discussion

Modules are one of the teaching materials used to achieve educational goals. In order for educational goals to be achieved teachers must pay attention to appropriate learning principles. One of the learning principles that teachers need to pay attention to

is increasing student activity (Sukiman, 2021). One way to create learning that can increase student activity is to use modules as learning media. According to Oemar Hamalik, a module is a complete unit, which can stand alone consists of a series of teaching and learning activities that are arranged to help students achieve the learning objectives that will be used (A, 2021). Meanwhile, according to Nana Sudjana, learning with modules is an individual system that connects the benefits of various other individual learning. Learning using modules can provide opportunities for students to learn in their own way using different techniques (Najuah, 2020).

Qr.Code is a type of two-dimensional bar code and metric code. Qr.Code was designed by the owner of the Denso Corporation in Japan called Denso Wave. In its use Qr. Codes can collect data both horizontally and vertically and are able to store larger data than barcodes (Rahmawati, N., 2022). The Qr.Code-based gharib al-quran module at the Al-Hikmah Islamic boarding school was carried out by testing the product on 12 students. Before testing the product, the researcher distributed a needs analysis questionnaire to all Al-Hikmah Kecapi Jepara students to find out what the conditions and activities of gharib al-quran learning were. After that, the researcher made observations at the Al-Hikmah Islamic boarding school and interviewed the Gharib al-quran teacher at the Al-Hikmah Islamic boarding school, namely Mrs. Aisyah Al-Hafidzoh. From the results of questionnaires, field observations and interviews with Mrs. Aisyah, researchers obtained information that at the Al-Hikmah Islamic boarding school, students experienced difficulties in learning gharib al-quran because the learning carried out at the Al-Hikmah Kecapi Jepara Islamic boarding school used the lecture method. Technically, the teacher writes the material on the blackboard and the students copy the teacher's writing in their books, then the teacher explains the material. In the learning process, it was found that the students were passive in learning, apart from that the teacher only used one handbook and the students did not have their own handbook, this could hinder gharib al-quran learning.

Gharib al-quran material for students is very difficult in learning because the pronunciation and pronunciation are different so it requires audio to help students understand gharib al-quran lessons. Seeing that students' interest in learning about gharib al-quran is very minimal, as evidenced by the needs analysis that has been distributed at the Al-Hikmah Islamic boarding school, there is a great need for a gharib al-quran module

developed with Qr. Code that can produce sound, with this in mind the researchers developed a Qr-based gharib al-quran module. This code was developed using Qr. Code at the Al-Hikmah Kecapi Jepara Islamic boarding school.

Development of Qr-based gharib al-quran module. This code was developed using Qr. Code that can produce audio. The preparation of the material in the module refers to the learning objectives and book sources. Besides that

Of course, the media is designed to adapt to the current era so that the use of technology appears in the media. In order to determine whether the media meets the media and material criteria, media expert and material expert validation is carried out. Based on the validation results carried out by media experts and material experts, this media is said to be very suitable and ready to be tested on students. This is reinforced by the percentage of media experts of 95% and validation of material experts at 95%. Overall, the media is designed to be very in line with the criteria for interactive learning media. These two validations show that the media production is in accordance with the predetermined criteria and is ready to be tested on students.

After holding validation from material and media experts who stated that the product was feasible and ready to be tested, the researchers conducted trials on students at the Al-Hikmah Islamic boarding school in the Tsani class. The researcher only conducted a limited scale trial on students in the Tsani class because in this study the researcher only reached an initial trial on a limited scale. To find out the responses of students and teachers after using the Qr.Code-based gharib al-quran module product, researchers distributed questionnaires regarding responses of students and teachers. The results of the responses from students and teachers state that this Qr.Code-based gharib al-quran module is very helpful in learning gharib al-quran. According to students at the Al-Hikmah Islamic boarding school, the existence of this gharib al-quran module can increase children's learning motivation because it contains good picture displays and material. It is easy to understand and you can study anytime and anywhere because it is equipped with Qr. Code that can produce sound.

There are several supporting factors after using the Qr-based gharib al-quran module. Code:

a. The material in the gharib al-quran module is easy to understand After using the Qr-based gharib al-quran module. The santri code is very easy to understand gharib al-quran material. This gharib al-quran module contains gharib al-quran learning that is in accordance with the rules of gharib al-quran science. The material in the Qr-based gharib al-quran module. The code contains material about imalah, isymam, tashil, naql, saktah and also badal. The material in this Qr.Code-based gharib al-quran module explains the meaning, examples and procedures for reading imalah, isymam, tashil, naql, saktah and also badal. This material is made in language that is easy to understand, the type of letters used is correct and can be read clearly by readers.

b. Use of Qr. Code helps students learn gharib al-quran knowledge The existence of Qr. The code in this gharib al-quran module makes it easier for students to learn gharib al-quran. In gharib al-quran lessons, the lafadz and the way of pronunciation are different so it requires Qr. Code that can produce audio. With audio, students can learn independently in Islamic boarding schools. Qr. The code in the Gharib al-quran module is also easily accessible on gadgets. with the presence of Qr. The code in the gharib al-quran module really helps students in learning gharib al-quran.

c. Image display and color combination in images Qr-based gharib al-quran module. Code increases students' enthusiasm for learning. There is a Qr-based gharib al-quran module. Code has a very positive impact on students, one of which is that in learning gharib al-quran, students are very enthusiastic and enthusiastic because the gharib al-quran module is Qr-based. The code does not only contain gharib al-quran material but is equipped with attractive image displays and a good color combination. In each sheet of material there are pictures and colors that can increase the attraction and motivation of students' learning.

d. Qr-based gharib al-quran module. Code adds new knowledge and atmosphere to learning Qr-based gharib al-quran module. Code can increase students' knowledge in studying gharib al-quran. Apart from being smart in reciting the Koran, students must also be smart in keeping up with the times and have critical and innovative thinking in all things. With Qr. The code in the gharib al-quran

santri module can increase knowledge about how to use Qr. Apart from that, the Gharib al-quran module is equipped with practice questions that can increase students' knowledge.

This Qr.Code based gharib al-quran module also provides a new atmosphere in learning, before this module the students still found it difficult because the teacher in explaining gharib al-quran material still used the lecture method, and the students did not use gharib al-quran learning but after the existence of the Qr-based gharib al-quran module product .Code which is equipped with an image display and Qr. Code that can produce audio provides a new atmosphere for student learning. Learning gharib al-quran feels fun and does not make students bored in learning gharib al-quran. Meanwhile, the inhibiting factors after using the Qr-based Gharib al-quran Module. The code at the Al-Hikmah Kecapi Jepara Islamic Boarding School, is the limited internet connection at the Al-Hikmah Kecapi Jepara Islamic Boarding School.

From the results of the student response questionnaire at the Al-Hikmah Kecapi Jepara Islamic boarding school, obstacles were found after using the Qr-based gharib al-quran module. The code at the Al-Hikmah Kecapi Jepara Islamic Boarding School is the lack of signal availability at the Al-Hikmah Islamic boarding school and the absence of a quota which can affect Qr scanning. Code to gadget. Conclusion

Conclusion

Development of Qr-based gharib al-quran module. This code was developed using Qr. Code that can produce audio. The preparation of the material in the module refers to the learning objectives and book sources. Apart from that, of course the media is designed to adapt to the current era so that the use of technology appears in the media. To determine whether the media meets the media and material criteria, media expert and material expert validation is carried out. Based on the validation results carried out by media experts and material experts, the media was said to be very suitable and ready to be tested on students. After validation was carried out by material and media experts who stated that the product was feasible and ready to be tested, the researchers conducted trials on students at Islamic boarding schools. Al-Hikmah in Tsani's class.

The researcher only conducted a limited scale trial on students in the Tsani class because in this study the researcher only reached an initial trial on a limited scale. To find out the responses of students and teachers after using the Qr.Code-based gharib al-quran module product, researchers distributed questionnaires regarding responses of students and teachers. The results of the responses from students and teachers stated that this Qr.Code-based gharib al-quran module was very helpful in learning gharib al-quran,

Supporting and inhibiting factors after using the Qr.Code were obtained based on the distribution of student questionnaire responses, namely: The material in the gharib al-quran module is easy to understand, the use of Qr. Code helps students in learning gharib al-quran knowledge, image display and color combination in images Qr-based gharib al-quran module. Code increases students' enthusiasm for learning, Qr-based gharib al-quran module. Code adds new knowledge and atmosphere to learning. The inhibiting factors are the lack of signal availability at the Al-Hikmah Islamic boarding school and the absence of a quota which can impact Qr scanning. Code to gadget.

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