

# INNOVATION OF ISLAMIC RELIGIOUS EDUCATION TEACHING MATERIALS BASED ON QUICK RESPONSE CODES FOR GRADE VII STUDENTS OF SMP NEGERI 6 LUBUKLINGGAU

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Accepted: December 10,2025

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**Abstract:** This study investigated the innovation of Quick Response (QR) code-based teaching materials in Islamic Religious Education for seventh-grade students at SMP Negeri 6 Lubuklinggau. The research was motivated by students' low enthusiasm and limited understanding of learning materials, particularly the history of Prophet Muhammad SAW's struggle during the Medina period. Teachers mainly relied on conventional textbooks, which reduced students' motivation and engagement. Using a qualitative field research design, data were collected through observation, interviews, and documentation from May to July 2023. The findings revealed that learning innovations had already been implemented through conventional teaching and internet-assisted learning, such as practical videos on prayer and ablution. Furthermore, QR code-based teaching materials were found to increase students' interest, motivation, and understanding because they were practical and easily accessible. The study also identified several supporting and inhibiting factors influencing implementation, including students, environment, facilities, and parental support in the learning process.

**Keywords:**Teaching Material Innovation, Islamic Religious Education, Quick Response Code.

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## INTRODUCTION

The development of science and technology has had a positive impact on the world of education. Various types of learning media have emerged and are being used, such as textbooks and modules. Islamic Religious Education plays a crucial role in shaping the nation's next generation with noble morals, willing and able to apply the knowledge gained for the advancement and well-

being of themselves, their communities, the nation, and the state.

According to Asmara Yumarni, the use of information technology in Islamic Religious Education (PAI) learning innovations at PTU (PTU) must be developed and utilized as a source of teaching materials, learning references, and information. Learning models are being developed in the form of electronic learning (e-learning) and electronic books (e-books). The use of social media in learning must also be an alternative. This includes the use and utilization of social media for the development or innovation of Islamic Religious Education (PAI) learning at PTU

Teaching materials are a set of learning materials or substances that are systematically arranged and display the competencies that students will master in learning activities. A QR code is a two-dimensional matrix symbol consisting of a series of square boxes arranged in a larger square pattern. These square boxes are then referred to as modules. The width of this square pattern will determine the version of the QR Code. QR Code is an abbreviation of quick response code, which is in accordance with its purpose of conveying information quickly and getting a quick response as well. In this case, QR codes facilitate the learning process because of their practical and efficient implementation. M Gustap Saepi Maulidin (2022) entitled "PAI Learning Innovation at MI NU Maudlu'ul Ulum, Blimbing District, Malang City, East Java During the Pandemic Period" with research results explaining that PAI teachers during (online) learning all PAI teachers make teaching materials into learning video media so that students can more easily understand PAI material, thus the goal of Islamic religious education during the pandemic period at MI has been achieved, so the innovation of PAI learning at MI nu maudlu'ul ulum during the pandemic period is by making learning video media

Siti Elliya Chomsyah (2021) entitled "Innovation of Islamic Religious Education Learning Methods in Student Learning Motivation at SMP Negeri 64 Bengkulu Utara" with research results explaining that in the teaching and learning process at SMP Negeri 64 Bengkulu Utara, innovation in learning

methods has been carried out, this can be seen from several old methods used with new variations, namely; lecture, discussion, demonstration methods, Globally in teaching and learning activities at SMP Negeri 64 Bengkulu Utara, there are no methods that are considered irrelevant and need to be innovated, although in principle PAI teachers always prioritize method innovation, but in the learning process the old method is used, only using different variations from the old one. Based on the results of the researcher's observations at SMP Negeri 6 Lubuklinggau in class VII that the teacher found obstacles in students in the learning process, namely the students were less enthusiastic in following the learning process, this resulted in students not understanding the teaching materials given by the teacher, especially on the history of the Prophet Muhammad's Struggle during the Medina Period, and because of the limitations of the teaching materials used so far and also because the teacher only used textbooks from the school. So the author here determined the research with the title: "Innovation of Islamic Religious Education Learning Materials Based on Quick Response Code Class VII SMP 6 Lubuklinggau".

## **RESEARCH METHOD**

The type of research used by the researcher was qualitative field research. This research is called qualitative because the researcher only recorded a chronology of events related to the improvement of Quick Response Code-based student learning material innovation at SMP Negeri 6, Lubuklinggau City. Descriptive research is a research method that attempts to realistically describe the increase in student learning motivation, whether it is a real increase or merely a figment of the imagination.

Qualitative research, according to Bog and Taylor, as quoted by LexiJ. Moleong, in their book "Qualitative Research Methodology," defines it as: "Qualitative methodology is a research procedure that produces descriptive data in the form of written and spoken words from people and observable behavior

Based on the description above, the researcher concludes that qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perception, motivation, actions, and so on, holistically, and through descriptive methods in words and language, within a specific, natural context and utilizing various natural methods. Factors that must be considered in determining the focus of the research study are the accessibility to collect as much data as possible and the availability of data sources to present data as subjectively as possible. These two factors are the main criteria for proceeding to the next stage.

### **Research Subjects**

A research subject is a person, place, or object being observed as a target. The subjects of this study were the principal, a seventh-grade Islamic religious education teacher, and seventh-grade students at SMP Negeri 6 Lubuklinggau.

### **Research Location and Time**

The research location is the location or venue where the researcher seeks and obtains the desired data. This research took place at SMP Negeri 6 Lubuklinggau, located on Jalan Jendral Sudirman, Jogoboyo Subdistrict, Lubuklinggau Utara II District. The research period was from May 2025 to July 2025.

### **Data Collection Techniques**

To collect data for this study, the author used three methods: observation, interviews, and documentation.

## **RESEARCH RESULTS**

### **Innovation in Islamic Religious Education Learning at SMP Negeri 6 Lubuklinggau**

Innovation refers to renewal or reform, which carries two meanings. First, it signifies the creation of something entirely new and different from what previously existed. Second, it refers to the renewal or development of something that already exists. When discussing innovation in learning, the focus of discovery and renewal is closely related to teaching techniques. The teaching techniques referred to here are the efforts, strategies, and methods used by educators to conduct classroom learning activities during face-to-face sessions in order to present and strengthen learning materials so that the learning objectives can be achieved effectively at that time.

Through innovation and renewal in the learning process, teaching and learning activities can take place in a conducive, active, creative, and enjoyable manner. This can foster students' enthusiasm in achieving learning objectives and ultimately improve their academic achievement.

### **Innovation of Teaching Materials Based on Quick Response Code (QR Code) in Enhancing Students' Learning Motivation.**

According to the researcher, a teacher must be able to provide inspiration and adapt to the development of technology and information, while also acting as a facilitator for students so that learning activities can increase students' interest in learning. In addition to being a provider of information, a teacher can also play the role of a storyteller. Engaging and interesting stories are expected to stimulate students' motivation.

In line with current technological developments, it cannot be denied that most students already own Android smartphones. Therefore, it would be more beneficial if their smartphones were used for positive purposes. For this

reason, the researcher utilizes smartphone technology in the learning process, enabling students to study anytime and anywhere, especially while they are at home. Previously, this innovative learning method had never been implemented by Islamic Religious Education teachers at SMP Negeri 6 Lubuklinggau.

Supporting and Inhibiting Factors of Quick Response Code (QR Code)-Based Teaching Material Innovation in Enhancing the Learning Motivation of Seventh Grade Students at SMP Negeri 6 Lubuklinggau.

### **Supporting Factors**

The factors that support the implementation of learning innovation include learning materials/teaching materials, the teacher, students, the school environment, and adequate facilities. Without these factors, the teaching and learning process cannot be carried out effectively. Learning can run more effectively when teaching materials are specifically designed in accordance with the stated objectives so that the success of the learning process can be achieved as expected.

### **Inhibiting Factors**

One of the inhibiting factors in the innovation of Islamic Religious Education teaching materials based on Quick Response Code (QR Code) is the difference in students' levels of understanding. Sometimes, the implementation of innovation alone is not sufficient. Therefore, teachers must emphasize to all students the importance of being serious in learning, because learning is a responsibility that must be accounted for. In addition, a less conducive environment can also hinder innovation in the learning process.

## **Discussion**

### **Innovation in Islamic Religious Education Learning at SMP Negeri 6 Lubuklinggau**

Based on the researcher's findings, SMP Negeri 6 Lubuklinggau has implemented learning innovations. In this case, Islamic Religious Education (PAI) teachers have carried out innovations by using varied teaching methods, because in the learning process, methods are one of the components that are always present in every activity and greatly influence the success of learning. In other words, learning will be easier for teachers to deliver and easier for students to understand when the appropriate methods are selected. These innovations greatly help students in the learning process, both in understanding the material and in increasing their interest in learning activities.

### **Innovation of Teaching Materials Based on Quick Response Code (QR Code) in Enhancing Students' Learning Motivation**

Based on the researcher's findings regarding the Innovation of Quick Response Code-Based Teaching Materials among students at SMP Negeri 6 Lubuklinggau, the innovations implemented in Islamic Religious Education (PAI) learning are expected not only to improve students' competence in understanding the subject matter, but also to develop their religious skills, as well as increase their motivation and interest in the learning process.

The implementation of QR Code-based teaching materials has greatly supported students' motivation, as students showed high enthusiasm and interest in studying the material. In addition, it makes it easier for them to access learning materials, broadens their knowledge, and strengthens their love for the Prophet Muhammad SAW, because the teaching materials contain more comprehensive discussions than before and are also equipped with easy-

to-understand practice exercises aimed at evaluating students' understanding of the material.

This is because the Quick Response Code (QR Code) is a technique that transforms written data into two-dimensional printed codes within a more concise medium. QR Codes are highly practical and greatly assist users in accessing data efficiently. Supporting and Inhibiting Factors of Quick Response Code-Based Teaching Material Innovation in Enhancing the Learning Motivation of Seventh Grade Students at SMP Negeri 6 Lubuklinggau

Based on the findings obtained by the researcher regarding the supporting and inhibiting factors in the implementation of Quick Response Code-based teaching material innovation in Islamic Religious Education (PAI) learning at SMP Negeri 6 Lubuklinggau, one of the supporting factors is the students themselves, as they showed great enthusiasm in participating in PAI learning activities. Other supporting factors include a conducive learning environment, adequate facilities, and parental support. Adequate facilities enable the innovation process to run smoothly.

Meanwhile, one of the inhibiting factors in the implementation of this innovation is the difference in students' levels of understanding. Sometimes, the application of learning innovation alone is not sufficient; therefore, PAI teachers must encourage all students to study seriously, because learning is a responsibility that must be accounted for. In addition, inadequate facilities also become one of the obstacles in implementing this innovation.

## **CONCLUSION**

Based on the data and discussion of the researcher's findings, innovations in Islamic Religious Education (PAI) learning have been implemented at SMP Negeri 6 Lubuklinggau. The innovations applied in the learning process include the use of several teaching methods. Some of the

methods frequently applied by seventh-grade PAI teachers at SMP Negeri 6 Lubuklinggau are the lecture method, discussion method, question-and-answer method, habituation method, reward method, punishment method, storytelling method, and assignment method. The implementation of these varied methods greatly helps students in understanding the lessons. In addition, PAI teachers have also introduced innovations in learning through the use of instructional videos on prayer (shalat) and ablution (wudhu), allowing students to practice prayer and ablution with the assistance of learning videos.

Furthermore, the innovation of QR Code-based teaching materials on the topic of the struggle of Prophet Muhammad SAW during the Medina period was carried out by adding teaching materials relevant to the topic. These teaching materials were designed as attractively as possible by embedding the material into QR Code links, and the QR Codes were distributed to students after they had downloaded the QR Code application onto their smartphones. The materials were then tested in the classroom to ensure that students understood how to access them using Android smartphones. Afterward, students were encouraged to study the materials both at school and at home.

These teaching materials were developed with the aim of making it easier for students to access learning content. This innovation also serves as a strategy to overcome students' boredom during learning activities, as students showed great enthusiasm when the innovation was implemented. According to the findings in the field, the QR Code-based teaching material innovation on the topic of the struggle of Prophet Muhammad SAW during the Medina period was able to increase students' interest and motivation in learning. The teaching materials also broadened the knowledge of SMP Negeri 6 Lubuklinggau students regarding the history of Prophet Muhammad SAW's struggle in spreading Islam in Medina.

The supporting factors in implementing QR Code-based teaching material innovation on the topic of the struggle of Prophet Muhammad SAW during the Medina period include: first, the students themselves, as they were highly enthusiastic in participating in the learning activities; second, adequate facilities, which support the successful implementation of learning innovations; third, environmental factors, where a conducive classroom environment makes students feel comfortable and free from noise so that the learning process is not disrupted; and fourth, parental support, which plays an important role in the implementation of QR Code-based teaching material innovation. With parental support and guidance at home, the innovations applied to students can be implemented effectively.

Meanwhile, the inhibiting factors in implementing QR Code-based teaching material innovation on the topic of the struggle of Prophet Muhammad SAW during the Medina period include: first, the students themselves, as students have different abilities in responding to innovations; second, inadequate facilities, such as not all students owning smartphones, which can hinder the implementation of the innovation; third, environmental factors, where a noisy environment can disrupt the innovation process; and fourth, lack of parental support, because without such support, the innovation cannot run effectively as intended.

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