The Development of a Communicative Arabic Exercise Book based on *Madarij Al-Durus Al-Arabiyah* using *Quick Response Code (Qr-Code)* Technology
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The Development of a Communicative Arabic Exercise Book Based on *Madarij Al-Durus Al-Arabiyah* Book using *Quick Response Code (QR-Code)* Technology

Pengembangan Buku Latihan Bahasa Arab Komunikatif Berbasis Buku *Madarij Al-Durus Al-Arabiyah* Menggunakan Teknologi Quick Response Code (QR-Code)

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Abstract

The book of *Madarij al Durus al Arabiyah,* written in 1950, is the legendary Arabic language teaching book of Kyai Bashori Alwi. He is a famous figure in Arabic and the knowledge of the Quran. Scholars still use the book today. But several sections of it need to be updated. One of which is in the language skill aspect. The book focuses on speaking, writing, and reading skills but not listening. According to the current standardization, its physical form and organization need to be updated. The study's purpose is to develop a communicative Arabic exercise book based on *Madarij al-Durusn al-Arabiyah* using QR-Code technology. The method used is research and development using the ADDIE model. The researcher obtained the data through interviews, observations, and questionnaires. The result of this research and development study is an exercise book validated by material and media experts. It has been applied to 20 students and gained feasibility with 89,95% in percentage. It shows that the exercise book is

ready to be used and get an excellent score. Therefore, we can conclude that the material of a communicative Arabic exercise book based on *madarij al-durus al-arabiyah* using QR-Code technology is ready to be used and has excellent quality.

Keywords: *Madarij al-Durus al-Arabiyah,* Exercise Book, QR-Code

Abstrak

Kitab *Madarij al Durus al Arabiyah* yang ditulis pada tahun 1950 merupakan kitab pengajaran bahasa Arab legendaris Kyai Bashori Alwi. Beliau adalah tokoh terkenal dalam bahasa Arab dan pengetahuan tentang *Al Qur'an*. Para sarjana masih menggunakan buku itu sampai sekarang. Tetapi beberapa bagian perlu diperbarui. Salah satunya dalam aspek keterampilan berbahasa. Buku ini berfokus pada keterampilan berbicara, menulis, dan membaca tetapi tidak mendengarkan. Sesuai dengan standarisasi saat ini, bentuk fisik dan organisasinya perlu diperbarui. Tujuan penelitian adalah mengembangkan buku latihan bahasa Arab komunikatif berbasis *Madarij al-Durusn al-Arabiyah* dengan menggunakan teknologi QR-Code. Metode yang digunakan adalah penelitian dan pengembangan dengan menggunakan model ADDIE. Peneliti memperoleh data melalui wawancara, observasi, dan kuesioner. Hasil penelitian dan pengembangan ini berupa buku latihan yang telah divalidasi oleh ahli materi dan media. Telah diterapkan pada 20 siswa dan memperoleh kelayakan dengan persentase 89,95%. Hal tersebut menunjukkan bahwa buku latihan siap digunakan dan mendapatkan nilai yang sangat baik. Dengan demikian dapat disimpulkan bahwa materi buku latihan bahasa Arab komunikatif berbasis madarij al-durus al-arabiyah dengan menggunakan teknologi QR-Code siap digunakan dan memiliki kualitas yang sangat baik.

Kata Kunci: *Madarij al-Durus al-Arabiyah*, Buku Latihan, QR-Code

Introduction

Many Islamic educational institutions in Indonesia choose the Arabic language as a compulsory subject[1]. Thus, it is reasonable if *madrasah* and boarding schools did it too. Not only Islamic educational institutions, but public schools also conduct Arabic language teaching as regulated since 1994[2].

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[1] Muhammad Zainuri, "Perkembangan Bahasa Arab Di Indonesia," *Tarling : Journal of Language Education* 2, no. 2 (July 31, 2019): 231–48, https://doi.org/10.24090/tarling.v2i2.2926.

[2] Ahmad Muradi, "Tujuan Pembelajaran Bahasa Asing (Arab) Di Indonesia," *Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 1 (6 2013): 128–37.

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In Arabic language learning, text books have an important role and strategic function. The materials help language learners to develop their language skills[3]. In fact, it is hard to find Arabic textbooks written by Indonesian authors. So, most Arabic language teaching textbooks used in the school are written by eastern Arabic country's authors. One of the rare Arabic language books written by an Indonesian author is Kyai Bashori Alwi's *Madarij al-Durus al-Arabiyyah* book.

The book of *Madarij al-Durus al-Arabiyyah*, arranged by the expert of Arabic language and Quranic knowledge, Kyai Bashori Alwi from Malang, consists of four volumes. He wrote the book from 1950 to 1974[4]. The book is 70 years old since its first composition. Because of its distinction, scholars still use the *Madarij al Durus al Arabiyyah* book today.

The book has several distinctions; 1) The author wrote the book in volumes for the beginner Arabic language learner; 2) The content highlights the aspects of Indonesian culture; It is apparent from the vocabulary choices and the topic of the stories (such as Surabaya, gasing, kayu bakar, warung, etc) which we cannot find in other books. It may help the students to learn Arabic facilely because it reflects the conditions and situations of Indonesia; 3) The book presents Indonesian culture, yet the arrangement of the sentences and expressions still uses the original Arabic language structure; 4) The author wrote the book in 20 years, from 1950 to 1973. It experienced a long journey and has been tested, so scholars still use it today[5].

On the other hand, the book has several inadequacies according to current standardization. The physical form of the book is small and thin and looks classic. It is printed on uncolored opaque paper and not bound with glue, making this book prone to tearing. The design is colorless and old without renewal since the first publication. Moreover, the book structure is incomplete because it does not have a back cover image, table of contents, list of figures, tables list, attachments, and list of references. The content discusses language skills and focuses on reading, writing, and speaking skills. Meanwhile, the book did not discuss listening or *istima* skills[6]. Even though this skill goes hand in hand with speaking skills, the researcher thinks that it should be explicated in a specific sub to make it more comprehensive.

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[3] Muhaiban, "Penulisan Buku Ajar Bahasa Arab," 2016, 245–55.

[4] R Taufiqurrochman, "'Madarij Al-Duruus Al-'Arabiyah' Karya KH Basori Alwi : Analisis Buku Dan Pemanfaatannya Di Pondok Pesantren," *Arabi : Journal of Arabic Studies* 2, no. 2 (March 22, 2018): 197, https://doi.org/10.24865/ajas.v2i2.46.

[5] Taufiqurrochman.

[6] Taufiqurrochman.

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Nowadays, students tend to have sequential, sensing, and visual learning styles[7]. Images, videos, charts, and diagrams will help them to learn. They tend to learn things that are related to everyday life. The students of the Z Generation tend to interact with others using virtual media through the internet that can be accessed using smartphones and other devices. So, we need innovation to answer the previous point. The problems inspire the author to research the development of communicative exercise materials based on the *Madarij al-Durus al-Arabiyah* book concerning the four Arabic language skills using the Quick Response Code (QR-Code) technology.

This study has been reviewed from various perspectives as described in the background. Thus, the main problems to be solved are: How is the product from the development of communicative exercise materials based on *Madarij al Durus al Arabiyah* using *Quick Response Code (QR-Code)* technology? And what is the feasibility of the product from the development of communicative exercise materials based on *the Madarij al Durus al Arabiyah* book using *Quick Response Code (QR-Code)* technology?

To strengthen and support the study, the researcher has reviewed several works of literature from previous studies related to the main problem of the study. The first is the research and development thesis by Fitri Annisa Hayati entitled *Tathwir al-Kitab al-Madrasiy 'ala Asasi al-Ta'alum al-Qaim 'ala al-Haya Li Thalabat Ma'had Darussalam al-Islami Jombang*. The study produced an Arabic language book entitled *al-Arabiyah Lil Hayah*. It is equipped with QR-Code so students may access it through smartphones and acquire a good score for the feasibility test[8].

The next is a thesis by Himmatul Mahmudah entitled *Tathwir al-Kitab at-Ta'limi Lil Madrasah Ibtidaiyah 'ala Asasi Kitab Durus al-Lughah al- 'Arabiyah li Syaikh Imam Zarkasyi wa Syaikh Imam Syuban*. This research and development study produced an Arabic language textbook entitled *"Haya Nadrusu al-Arabiyah"* and obtained a very good score for product validation[9].

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[7] Agus Purnomo, Nurul Ratnawati, and Nevy Farista Aristin, "Pengembangan Pembelajaran Blended Learning Pada Generasi Z," *Jurnal Teori Dan Praksis Pembelajaran IPS* 1, no. 1 (April 30, 2016): 70–76, https://doi.org/10.17977/um022v1i12016p070.

[8] فطري النساء حياتي، تطوير الكتاب المدرسي على أساس التعلم القائم على الحياة لطلبة معهد دار السلام الإسلامي جومبانج (قسم الأدب العربي جامع مالانج الحكومية: غير مطبوع، 2020).

[9] همة المحمودة، تطوير الكتاب التعليمي للمدرسة الابتدائية على أساس كتاب دروس اللغة العربية لشيخ إمام زركشي والشيخ إمام شباني (قسم اتعليم اللغة العربية جامعة مالانج الحكومية: يحث غير مطبوع، 2019).

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Meanwhile, this study develops a communicative Arabic language textbook based on *the Madarij al-Durus al-Arabiyah* book using QR-Code technology. The primary reference of this study is the four volumes of *the Madarij al-Durus al-Arabiyah* book. Here the researcher is developing the exercise material by emphasizing the fourth language skills; listening, speaking, reading, and writing.

Textbooks

Textbooks are fundamental in learning society and are depicted as a map for the teachers to lead students to reach their goals. Teachers may manage learning activities effectively and efficiently using textbooks as the media[10]. Besides, textbooks are essential sources in an educational institution because it plays a prominent role in implementing the curriculum. Textbooks provide a high learning experience for the users in realizing learning objectives. Therefore, textbooks have a core position in the education system.

Prastowo (2013) proposed the function and benefit of textbooks as significant means of learning. He stated that the following are the function of the textbooks: (1) let the students learn independently, (2) students may learn anytime and anywhere, (3) students may learn at their own pace, (4) students can choose learning material as they want, (5) textbooks can direct learning activities according to competence[11]. While the benefits of the textbooks are; (1) make learning activities more engaging, (2) students may learn independently (3) facilitate students to learn every competency they want to master. The major functions of textbooks as learning media are (1) to create an effective learning situation, (2) the use learning media in learning activities as a part of the whole teaching situation, and (3) to support lesson objectives and materials. Not only as a complement or entertainment, (4) to accelerate and facilitate students' learning process, (5) to enhance teaching and learning quality[12].

Arabic Language Exercise

Language exercise is an activity to sharpen students' abilities to realize the purpose of language learning. Mackey[13] divides language exercises into four groups based on language skills: listening, speaking, writing, and reading. Then it grouped into two major groups,

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[10] Masnur Muslich, *Text Book Writing : Dasar-Dasar Pemahaman, Penulisan, Dan Pemakaian Buku Teks* (Jogjakarta: Ar-Ruzz Media, 2010).

[11] Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Jogjakarta: DIVA Press, 2013).

[12] M. Rudy Sumiharsono and Hisbiyatul Hasanah, *Media Pembelajaran* (Jember: Pustaka Abadi, 2017).

[13] Toni Pransiska, "Buku Teks Al-Lughah Al-'Arabiyah Al-Mu'Āshirah Bagi Penutur Non Arab Desain, Kontruksi Dan Implementasi," *Al-Fikra : Jurnal Ilmiah Keislaman* 17, no. 1 (July 3, 2018): 1, https://doi.org/10.24014/af.v17i1.5123.

namely receptive and productive exercises. The receptive exercise consists of reading and listening skills. We can practice reading skills by answering questions and taking notes. The productive exercise covers writing and speaking skills but may integrate them with reading and listening skills in its practice[14]. We can combine speaking with listening and merge writing with reading skills.

Communicative Approach

A communicative approach aims to improve students' communication skills, accentuate the practice, and develop students' communication skills where they undertake it entirely (*student center*)[15]. We can imply that the main priority of the communicative approach is language use in interaction or communication with others. So, the communicative approach to learning Arabic directs at improving students' Arabic communication skills. According to Maksudin and Nurani (2018), a communicative approach to learning Arabic aims to develop students' communicative competence and four language skills[16].

There are two learning activities in learning a language using a communicative approach; pre-communicative and communicative activities. Arabic language learners should practice the sound of Arabic well, distinguish sounds and words in Arabic, recognize and distinguish between Arabic sentences, and identify Arabic grammar. These exercises are pre-communicative activities that language learners should do before performing communicative activities[17]. Language learners or students can not speak a language (Arabic) if they do not fulfill the basic communication means. Therefore, they should undertake pre-communicative exercises.

Quick Response Code (QR-Code)

Quick Response Code or QR-Code is an Augmented Reality technology innovation and is a two-dimensional image. It represents data, especially in the form of text. QR-Code is an advanced barcoding developed from one dimension to two

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[14] Pransiska.

[15] Idah Faridah Laily, "Pendekatan Komunikatif Dalam Pembelajaran Bahasa Indonesia Di SD/MI," *Al Ibtida: Jurnal Pendidikan Guru MI* 2, no. 1 (June 1, 2015), https://doi.org/10.24235/al.ibtida.snj.v2i1.176.

[16] Eka Dewi Rahmawati, "Pengembangan Buku Ajar Bahasa Arab Komunikatif Untuk Mahasiswa Program Studi Ekonomi Syariah," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (September 2, 2021), https://doi.org/10.18196/mht.v3i1.11352.

[17] Rahmawati.

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dimensions[18]. Nowadays, we may find much QR-Code use in everyday life, especially trading. Traders provide QR-Code to facilitate cashless payment systems. Bank Indonesia and Indonesian Payment System Association ASPI) support this by issuing QRIS (*QR Code Indonesia Standard*)[19]. QR-Code technology can be implemented in learning activities so that Z Generations and students may actively participate in the learning process.

Research Methods

The study uses a research and development method to develop a new product or accomplish the existing product [20]. This research and development study refers to a research model by Branch (2009) known as the ADDIE model.

The ADDIE model has five major steps abbreviated in the word ADDIE. They are to analyze the book you will develop (*Analysis*), to design the concept of the product (*Design*), to develop the product (*Development*), to validate and test the product (*Implement*), and to revise from the validation and testing process (*Evaluate*) [21].

The first step is the analysis which aims to analyze all the components of the development study. The researcher may use two ways, literature, and field study. The second step is the design; the researcher begins to design and prepare the product. Then, the researcher manages several stages; (a) classifies material into a chapter or *wahdah*. (b) compiles *wahdah* based on *qiraah* texts, and (c) determines the outline of the basic theme of the product.

The third step is the development of the product. The Arabic exercise book is equipped with *Quick Response Code (QR-Code)* technology to make it more innovative, futuristic, and interactive. The researcher develops exercise material that refers to the four Arabic language skills. The product is tested through two stages: the media and material expert test stage. Subsequently, the researcher should correct the product before implementing it through field testing.

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[18] Dian Sugiana and Dedi Muhtadi, "Augmented Reality Type QR Code: Pengembangan Perangkat Pembelajaran Di Era Revolusi 4.0," *Prosiding Seminar Nasional & Call for Papers*, January 19, 2019, 135–40.

[19] Josef Evan Sihaloho, Atifah Ramadani, and Suci Rahmayanti, "Implementasi Sistem Pembayaran Quick Response Indonesia Standard Bagi Perkembangan UMKM Di Medan," *Jurnal Manajemen Bisnis* 17, no. 2 (April 30, 2020): 287, https://doi.org/10.38043/jmb.v17i2.2384.

[20] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (PT. Remaja Rosdakarya, 2015).

[21] Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (Boston, MA: Springer US, 2009), https://doi.org/10.1007/978-0-387-09506-6.

The next step is implementation. In this step, the researcher tests the product to the research subject in Arabic language learning at Madrasah Diniyah Darul Faqih Malang. The last step is an evaluation which aims to improve the product after the assessment in the validation and implementation stages.

Findings And Discussions

The Product of the Development of a Communicative Arabic Language Exercise Using QR-Code Technology

After conducting a need analysis and product designing, the research develops exercise material products. The first stage in developing the product is grouping the materials. The original book consists of 18 single materials grouped into six themes based on the title of *qiraah* texts. They are (1) المدينة في الجولان, (2) سورابايا إلى السفر, (3) القطار, (4) البريد مكتب إلى, (5) في المستشفى, dan (6) السوق في.

The exercise material or the product development is printed in an A4 book size and is bigger than the original one. The researcher chooses this size considering the design and book layout, which contains colorful pictures. The following presents a detailed product design development.

Image 1. Front and back cover design

The researcher put the logo of Malang State University on the front cover as a symbol that this book compiled and published when the researcher was a student at the University. Then the title is written under the logo in ae_petra font with 73 pt size. The researcher also inserted pictures that were in line with the theme of the exercise book. In addition, the back cover consists of the author's biography with the photo. The biography is written in

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ae_almothna font size 11pt. The color of the front and back cover is brown, adapted from the original book color.

Image 2. Inner cover **Image 3.** Preface **Image 4.** Guidelines

The researcher chooses Traditional Arabic font for the content of the inner cover, size 72 for the title, size 12 for the Indonesian guidelines of the book, and size 18 for the preface and others. In addition, the researcher attached pictures of each skill to ease the reader using the book, including how to scan the QR-Code using smartphones.

The following section is the table of contents. It presents the whole parts of the book, including the title page, preface, guidelines, content (which consists of 6 wahdah), vocabulary, and references. You can see the table of contents picture in image five below:
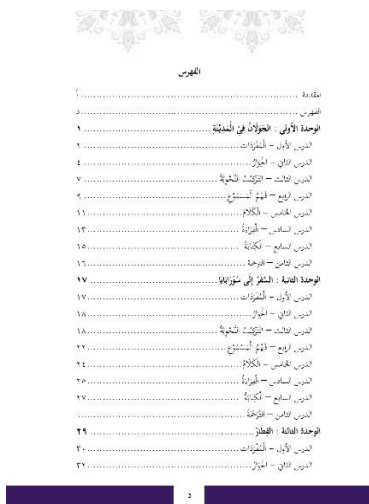
Image 5. Table of Contents **Image 6.** First Page of Wahdah

Image 6 is the appearance of the first chapter or wahdah, which consists of the wahdah theme and wahdah number next to it. In addition, it includes the detailed learning purposes of a wahdah as the following:

1. Saying or practicing the new *mufradat* or vocabulary with the correct pronunciation and doing the exercises
2. Demonstrating the *hiwar* or conversation in pairs
3. Applying the rules of tarkib and being capable of doing the exercises
4. Practicing kalam exercises in pairs and alternately
5. Reading *qira'ah* texts with correct pronunciation and intonation
6. Answering the questions and doing exercises related to the *qira'ah* material correctly
7. Arranging words into sentences and sentences into paragraphs
8. Translating Arabic sentences to Indonesian

Below the learning purposes, the researcher put sentence structures and examples that depict the tarkib materials of each wahdah. In addition, the researcher includes illustrations representing each theme to improve students' interest in learning.

The development of this book refers to a visual principle that covers the use of illustrations, color selection, and use of tables or photos, used to produce an interesting exercise book for the students. Besides, it is in line with the book about the criteria of quality textbooks by Greene and Petty in Tarigan (2009), they are: (a) textbooks should attract students' interest, (b) textbooks should motivate students, and (c) textbooks should contain interesting illustrations for the readers (students)[22].

Each *wahdah* consists of 8 exercises material or *dars* with sequences as follows: (1) *mufrodat*, (2) *hiwar*, (3) *tarkib*, (4) *istima'*, (5) *kalam*, (6) *qira'ah*, (7) *kitabah*, and (8) *tarjamah.* The explanation of each *dars* will be described below.

Dars 1 is *mufradat* or vocabulary practice consisting of three parts. The first part presents ten vocabularies consisting of five verbs and five nouns. This section is equipped with a QR-Code, which contains a video exemplifying the pronunciation of the ten words. The students may access the QR-Code independently using smartphones with a built-in QR-reader. The second and third parts of this dars are exercises or enrichment of the first part. Users may undertake the exercises in the first part online by scanning the QR-Code provided. You can see the display of *Dars* 1 in image 7 below.

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[22] HG Tarigan and Tarigan, *Telaah Buku Teks Bahasa Indonesia* (Bandung: Angkasa, 2009).

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Image 7. *Dars 1 Mufradat*

Image 8. *Dars 2 Hiwar*

Dars 2 is *hiwar* or conversation displayed in image 8. This *dars* provides three conversation texts used as the media during teaching and learning activities. The teacher reads the text, and the students repeat it. Then they practice the conversations in pairs. Besides, at the end of the *dars,* the students should answer several questions for *hiwar* exercise.

Image 9. *Dars 3 tarkib nahwi*

Image 10. *Dars 4 fahmul masmu'*

Dars 3, displayed in image 9, is *tarkib nahwi* or Arabic grammar. It discusses the arrangement of Arabic words or *tarkib*. Students may access the material independently by scanning the QR-Code linked to YouTube. The video contains an explanation of the related material. Moreover, this *dars* provides exercises which ask students to make sentences that refer to the examples.

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Image 10 displays *dars* 4, which covers listening skill exercise materials or *fahmul masmu'*. As part of the exercise, the students will listen to a recording of Arabic language to answer the questions by selecting a suitable picture. The teacher may play the recording for class model, or the students may work on the exercise independently online by scanning the QR-Code. The first exercise in this section is to choose a suitable picture with the sentence they listen to from the recording. The second exercise is to choose a suitable picture with the conversation they listen to from the recording.

Dars 5 is *kalam* or speaking. It aims to practice and improve the Arabic speaking skill of the students. The students should practice Arabic orally by following the exemplified sentence patterns. The description of *dars* 5 is displayed in image 11 below.

Image 11. *Dars 5 kalam*   **Image 12.** *Dars 6 qiraah*

Dars 6 is *a qiraah* exercise or reading, as displayed in image 12, which provides Arabic texts. Students should answer the true-false questions in the first exercise. The second is a multiple choice exercise where the students are expected to understand Arabic text and be capable of doing the exercises.

Dars 7 is *kitabah* which emphasizes writing exercises. There are two types of writing exercises in this section. The first is to sort random words into coherent sentences, and the second is to sort random sentences into coherent paragraphs. You can see *dars* 7 in image 13 below.

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Image 13. *Dars 7 Kitabah*   **Image 14.** *Dars 8 Tarjamah*

Dars 8, displayed in image 14, is a *tarjamah* exercise you can find in the last *dars* of each *wahdah.* In this *dars,* the students should translate Arabic sentences into Indonesian or vice versa. The researcher presents this skill in the book because the original book presented it.

The concept of the content and learning method in this exercise book refers to Arabiyah Bayna Yadayk or ABY book, which implements a single theme system or wahdah. Besides, it applies modern Arabic learning methods but still maintains the characteristics of the Arabic language. The important aspects of ABY book adapted to develop the product is; the material suitability to the student's ability level, using a lesson study unit system in delivering material, providing periodic exercises in each book, interestingly presenting local cultural values, and using lots of pictures [23].

The language proficiency principle in this development research is Arabic proficiency. The analysis shows that the fourth volume of *Madarij al Durus al-Arabiyah* does not encompass the four Arabic language proficiency principles. Widodo (in Rahmah and Rohman 2018) stated that a qualified Arabic language book should contain materials to support the four-language proficiency. They are speaking proficiency (*maharah al-kalam*), listening proficiency (*maharah al-istima'*), reading proficiency (*maharah al-qiraah*), and writing proficiency (*maharah al-kitabah*). Therefore, the book is arranged to fulfill the fourth language proficiency. Other proficiency, which are translations and *tarkib nahwi*, are also discussed in this book as in the original book.

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[23] Abdul Ghofur Yasir, "Efektivitas Dan Efisiensi Pembelajaran Bahasa Arab (StudiPembelajaran Bahasa Arab Dengan Menggunakan Buku al-Arabiyah Baina Yadaika Di Ma'had Abu Bakar Universitas Muhammadiyah Surakarta)," *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 20, no. 1 (August 1, 2019): 113, https://doi.org/10.22373/jid.v20i1.4767.

These days, massive developments of technology in various fields make life easier, including education. Hoyles & Lagrange (2010) assert that digital technology impacts the current world education system. In addition, the development of this exercise uses Quick Response Code (QR-Code) technology in several substances [24]. According to Widyasari et al. (2019), the major reason to use QR-Code in the learning process is to facilitate the students to access safe and relevant sites to the learning materials [25]. The QR-Code in this book is linked to the audio, video, and online exercises. The QR-Code substitutes the function of paper and stationeries, which can be accessed independently using the smartphone [26]

Development Product Feasibility

This book has passed a trial process performed by one material expert, one media expert, 1 Arabic teacher, and students to know the feasibility of the product. It results in a rating percentage shown in the diagram below.

Diagram 1. The percentage of product feasibility test results

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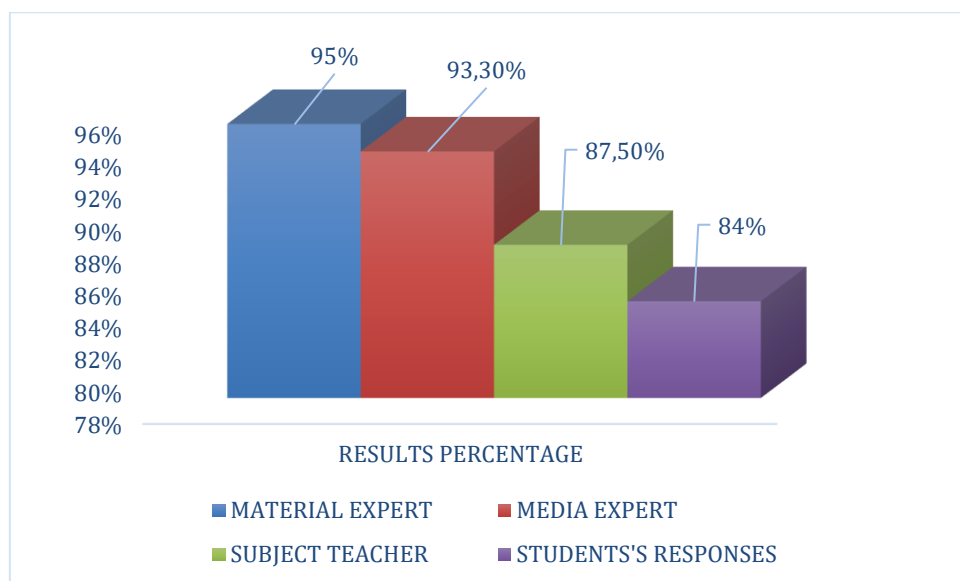
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The diagram shows that the test results from the material experts reach 95%. The test covers the suitability of exercises and Arabic language proficiency, clarity of content, variation of material, completeness of book contents, and accuracy of writing. Meanwhile, the score from the media expert is 93.3%. It encompasses the product's attractiveness, the accuracy of illustration, the effectiveness of media use, layout, and paper selection.

Product Trials were undertaken by 20 students and 1 Arabic teacher in Madrasah Diniyah Darul Faqih Malang likewise. The assessment of the Arabic teacher gets a score percentage of 87.5%. The scoring of 20 students is 84%. Thus, the average score is 89.95%. The product scoring is categorized as very effective, showing that the product is ready to be used without revision, referring to Akbar and Usman's criteria of product feasibility (2013)[27]. In conclusion, a communicative Arabic exercise material using QR-Code technology is worth using.

Conclusion

The Arabic exercises book is developed based on the ADDIE model design step procedure. It considers language proficiency and visual and technological principles to produce innovative and adaptive products. In addition, the results of the feasibility test, undertaken by a material and media expert, an Arabic teacher, and 20 students of Madrasah Diniyah Darul Faqih Malang, is 89.95% on average. It is categorized as very valid and effective and shows that the product is ready to be used. However, it is imperfect and has several weaknesses: The users can only access the QR-Code using devices with a built-in QR-reader and use the content if the devices are connected to the internet.

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