

**EXPLORING THE ROLE OF QR CODES IN ENGLISH
LEARNING BOOKS IN THE INDEPENDENT
CURRICULUM**

**By
Fadia Mahardika**



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 A.D/1448 A.H**

**EXPLORING THE ROLE OF QR CODES IN ENGLISH
LEARNING BOOKS IN THE INDEPENDENT
CURRICULUM**

Undergraduate Thesis

Presented to faculty of Tarbiyah and Teacher Training
in partial fulfilment of the requirements for the degree
of Sarjana Pendidikan

By

Fadia Mahardika

220101030065

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 A.D/1448 A.H**

STATEMENT OF AUTHENTICITY

I, the undersigned, **Fadia Mahardika**, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 29 Juni 2026

The writer,

Signature

Fadia Mahardika

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-309/Un.14/III.1/PP.00.9/07/2026

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Fadia Mahardika
NIM : 220101030065
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Exploring The Role of QR Codes in English Learning Books in The Independent Curriculum.

Hasil Uji Plagiasi : 5 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

“Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 01 Juli 2026

Ketua Program Studi

Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

PLAGIARISM CERTIFICATE

APPROVAL

Title : Exploring the Role of QR Codes in English
Learning Books in the Independent Curriculum
Name : Fadia Mahardika
SRN : 220101030065
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Language Education
Academic Year : 2026
Place/Date of Birth : Bontang, 31 December 2003
Address : Jl. Ibadah no. 13 komplek green tasbih 1,
Banjarbaru

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 29 June 2026

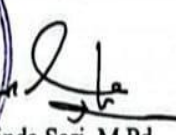
Advisor



Hidayah Nor
NIP. 198806242023212032

Acknowledged by
Head of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,




Arifah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title : Exploring The Role of QR Codes in English Learning Books in The Independent Curriculum. Name Fadia Mahardika, SRN 220101030065 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Tuesday
Date : July, 07 2026
Score : 90,01



Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin

Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	Hj. Nani Hizriani, S.Pd, MA	
2.	Hidayah Nor, S.Pd, M.Pd	
3.	Thaibatunnisa, M.Pd	

ABSTRACT

Fadia Mahardika. 2026. Exploring the Role of QR Codes in English Learning Books in the Independent Curriculum. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd.

Keywords: QR Codes; English Learning Books; Independent Curriculum; Student Interaction; Teaching Strategies

The implementation of the Independent Curriculum encourages the integration of digital technology to create more interactive and student centered learning. One of the technologies integrated into English learning books is the QR Code, which provides access to digital learning resources such as audio, videos, and supplementary materials. This study aimed to investigate the effects of QR Code integration on students classroom interaction and identify the teaching strategies used by teachers in implementing QR Codes in English language learning. Using an explanatory sequential mixed methods design, the study was conducted at SMA IT YABIS Bontang. Data were collected through questionnaires completed by 62 twelfth grade students and interviews with an English teacher. The findings showed that QR Code integration positively influenced students learning interest, motivation, classroom engagement, collaboration, learning efficiency, independent learning, and English language skills. The interview findings revealed that the teacher implemented QR Codes through collaborative learning, problem based learning, flexible learning activities, reflection and feedback, and continuous professional development. The study concludes that QR Codes effectively support English language learning in the Independent Curriculum when combined with appropriate teaching strategies that promote active, collaborative, and student-centered learning.

ABSTRAK

Fadia Mahardika. 2026. Exploring the Role of QR Codes in English Learning Books in the Independent Curriculum. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hidayah Nor, M.Pd.

Kata Kunci: *QR Code*; Buku Pembelajaran Bahasa Inggris; Interaksi Siswa; Strategi Pembelajaran; Kurikulum Merdeka

Penerapan Kurikulum Merdeka mendorong integrasi teknologi digital untuk menciptakan pembelajaran yang lebih interaktif dan berpusat pada siswa. Salah satu teknologi yang diintegrasikan dalam buku pembelajaran Bahasa Inggris adalah QR Code, yang memberikan akses ke berbagai sumber belajar digital seperti audio, video, dan materi pendukung. Penelitian ini bertujuan untuk mengetahui pengaruh integrasi QR Code terhadap interaksi siswa di kelas serta mengidentifikasi strategi pembelajaran yang digunakan guru dalam mengimplementasikan QR Code pada pembelajaran Bahasa Inggris. Penelitian ini menggunakan desain mixed methods dengan model explanatory sequential dan dilaksanakan di SMAIT YABIS Bontang. Data dikumpulkan melalui angket yang diisi oleh 62 siswa kelas 12 serta wawancara dengan seorang guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa integrasi QR Code memberikan pengaruh positif terhadap minat belajar, motivasi, keterlibatan di kelas, kolaborasi, efisiensi pembelajaran, kemandirian belajar, dan keterampilan berbahasa Inggris siswa. Hasil wawancara juga menunjukkan bahwa guru mengimplementasikan QR Code melalui pembelajaran kolaboratif, problem-based learning, kegiatan pembelajaran yang fleksibel, refleksi dan umpan balik, serta pengembangan profesional berkelanjutan. Penelitian ini menyimpulkan bahwa QR Code dapat mendukung pembelajaran Bahasa Inggris dalam Kurikulum Merdeka secara efektif apabila dipadukan dengan strategi pembelajaran yang mendorong keaktifan, kolaborasi, dan pembelajaran yang berpusat pada siswa.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ. الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا محمد وعلى آله وصحبه أجمعين. أهاب بعد.

In the name of Allah, the Most Gracious and the Most Merciful.

All praise is due to Allah SWT, the Almighty, for His endless blessings, mercy, guidance, and strength that have enabled the writer to complete this thesis entitled “*Exploring the Role of QR Codes in English Learning Books in the Independent Curriculum*”. Peace and salutations be upon Prophet Muhammad SAW, his family, his companions, and all those who follow his path until the end of time.

The completion of this thesis would not have been possible without the support, guidance and encouragement of many people. The writer would therefore like to express her gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Education Department for her guidance, support, and assistance in facilitating the writer’s academic and research activities.
3. My academic and thesis advisor, Hidayah Nor, M.Pd, as the advisor for her guidance throughout this time, constructive advice, patience and support during the process of writing and completing this thesis.
4. All lectures and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
5. Teachers and students of Yabis Integrated Islamic High

School for their willingness to become a participant on this research.

6. My beloved parents, Muslim Lubis and Fatma Ramadhini ,whose constant prayers,support, mentally, materially and enduring encouragement have been a source of strength throughout my research and the completion of this thesis.
7. My sister, Alya who always supported and assisted me from the beginning of my college journey until now.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 29 June 2026

Fadia Mahardika

CONTENTS

TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
PLAGIARISM CERTIFICATE	iii
APPROVAL	iv
ABSTRACT.....	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	viii
CONTENTS	x
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Definition of Key Terms	4
C. Research Questions	7
D. Research Objectives	8
E. Research Significance	8
CHAPTER II THEORITICAL REVIEW	10
A. QR Codes (Quick Response Code).....	10
B. Independent Curriculum	13
C. Student Interactions.....	16
D. Teaching Strategies	18
CHAPTER III RESEARCH METHOD.....	27
A. Research Design	27
B. Research Setting.....	28
C. Research Subjects	29
D. Research Instruments	29
E. Data Analysis	30
CHAPTER IV FINDINGS AND DISCUSSION	36
A. Findings.....	36
B. Discussion	65

CHAPTER V CLOSSURE.....	83
A. Conclusion.....	83
B. Suggestion.....	86
REFERENCES.....	88
APPENDICES	91
CURRICULUM VITAE.....	108

LIST OF FIGURES

Figure 1. 1 QR codes.....	5
Figure 1. 2 English Book Grade 12.....	7
Figure 4. 1 The Students Fill The Questions	37
Figure 4. 2 Result for Question 1	39
Figure 4. 3 Result for Question 2	40
Figure 4. 4 result for question 5	41
Figure 4. 5 result for question 7	42
Figure 4. 6 result for question 6	43
Figure 4. 7 result for question 9	44
Figure 4. 8 result for question 11	45
Figure 4. 9 result for question 3	48
Figure 4. 10 result for question 13	49
Figure 4. 11 result for question 4	50
Figure 4. 12 result for question 8	51
Figure 4. 13 result for question 10	52
Figure 4. 14 result for question 12	53
Figure 4. 15 result for question 14	54
Figure 4. 16 result for question 15	62
Figure 4. 17 The teacher respons the questions from researcher	63
Figure 4. 18 The Student scan QR Code on the english book	64
Figure 4. 19 The teacher asked the students to use QR Code for today lesson	65
Figure 4. 20 The student listening the audio from QR Codes.....	66

LIST OF APPENDICES

Appendix 1. Translation of Al-Qur'an.....	91
Appendix 2. Questionnaire Instrument	92
Instructions:.....	92
Appendix 3. Questionnaire in form Google form	95
Appendix 4. Interview Guidelines	96
Appendix 5. Interview Guidelines with teacher answers	98
Appendix 6. Letter of Completion of Proposal Seminar.....	104
Appendix 7. Research letter	105
Appendix 8. Consultation Notes	106
Appendix 9 . Documentation in Class	107

