

Development of QR Code Based Historical Narrative Text Teaching Materials to Improve Students' Skills in Extracting Historical Information

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ABSTRACT

Teachers have not integrated the technology that should be implemented to support the success of 21st century learning. The aim of this research is to develop and test the appropriateness of teaching materials for historical narrative texts based on QR Code Indonesian learning in grade V SDN Sronдол Wetan and SDN Sendangmulyo 01 Semarang City. Development research model of Borg and Gall. The form of data collecting instrument, namely validation questionnaire. QR Code-based historical narrative text teaching materials are developed according to the needs of teachers and students to improve students' skills in extracting historical information. The development of QR Code-based historical narrative text teaching materials is designed with characteristics that specifically include (1) appropriateness of content/material, (2) eligibility percentage, (3) linguistic feasibility, and (4) graphic feasibility. QR Code-based historical narrative text teaching materials are developed based on the feasibility assessment of media experts, and material experts. Based on the feasibility assessment of media experts on teaching materials for historical narrative texts based on QR Codes, including in the criteria with an assessment percentage score of 90.83%. Meanwhile, material expert feasibility assessment on QR Code-based historical narrative text teaching materials includes criteria are very feasible with an assessment percentage score of 92.5%. As well as a recapitulation of 2 validators obtained an average score of 90% in the very good category so that it is suitable for use in learning activities.

Keywords: Teaching Materials, QR Code, Indonesian, Historical Narrative

INTRODUCTION

Education is important for the process of life. Through human education, we can improve the quality and broad-minded resources. Based Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System indeed mentioned education is a structured as well as conscious effort to creating a learning process and activities that enable students to improve themselves their religious spiritual power, self-controlled personality, personality, intelligence, and noble personality that are necessary for national and state life. In implementing quality education, there must be system that fits the available resources. With education, it is hoped that students will be skilled in reading, writing and arithmetic.

Lessons Indonesian in elementary schools aim to enable students to utilize and develop a literary work, broaden their horizons and improve language knowledge, the content of Indonesian lessons can be used as a way to grow reading and writing skills in students (Isroyati et al., 2022:315). The specific objectives of learning Indonesian in elementary schools include so that students have a penchant for reading, improving personality through literary works, sharpening sensitivity and broadening life horizons (Susanto, 2016:245).

Basically teaching Indonesian In elementary schools provide language knowledge that aims to enable students to master Indonesian (Linggasari & Rochaendi, 2022:45). According to Mufid & Doyin, (2017:35) There are four skills that students must have: 1) Listening ability, (2) Speaking ability, (3) Reading ability, and (4) Writing ability. These skills can ideally succeed if they have supportive and interesting learning resources so that students can understand the content of the historical narrative text conveyed.

Problems with Indonesian language learning were found at SDN Sronдол Wetan 05 and Sendangmulyo 01 Semarang City. According to pre-research carried out by researchers toward teachers class V through observations, interviews and documents, problems were found in learning activities, including the ability of class V students in reading, especially reading comprehension, which was still low. This can be proven by the low scores of the pre-action reading comprehension test conducted by researchers. The lack of students in reading comprehension is characterized by the lack of students in understanding the content of the reading, determining the theme of a reading, and obtaining information from the text that has been read. When students are asked questions regarding the content of the reading, students are not able to answer and must reopen the reading material. This is triggered by the lack of motivation of students to read and understand a reading. Plus the learning resources that are often used, namely students' books are less interesting. This is what makes students feel bored, less focused, and bored with monotonous learning and student knowledge is only limited to the material in the students' books.

With the problem of learning content Indonesian, namely: Lack of variation in the use of teaching materials cause not to support it reading comprehension ability and low motivation of learners to read. Along through the development of information and communication (ICT) in

the modern era of the 21st century which is so rapidly becoming a necessity in the Indonesian world education combines not including technology into learning. According to Majid (in Kosasih, 2021:1) Teaching materials are various forms of materials used to help teachers in implementing a series of teaching and learning activities. The presence of teaching materials is very important to support the success of students in learning. Based on Prastowo (in T. Ayu et al., 2021:504) Teaching materials are an important issue that cannot be ignored in a complete main discussion about how to present good teaching materials.

Technology *Quick Response Code (QR Code)* according to the matrix or two-dimensional code type bar code developed by Denso Wave (in Sugiantoro & Hasan, 2015:134). Kusumaningtyas & Hakim (2020:86) in general *QR code* used to embed information in the form of text, contacts, and product information. So, it is necessary to develop these modules can relate learning materials to the daily lives of students according to the times by combining information and communication technology so that students are more motivated to follow the learning process. With the presence of teaching materials based *QR Code* Students can learn a material according to their respective abilities. It is powered by Uno (in (Adi & Arief, 2016:671) Explained Cybernetic Learning Theory is a theory that is in line with the development cybernetic learning theory is taught to students in order to actually receive learning which are given so the students do not just accept theoretical knowledge in the learning process class. According to cybernetic theory, the use of multimedia in learning will make the learning process more successful in conveying learning.

Teaching materials for historical narrative-based texts *QR Code* contains material that is close to the lives of students in Semarang City, this aims is for students to know the history that exists in the surrounding

environment, namely in Semarang City so that the teaching materials can be easily understood by students and able to increase enjoyment of local culture for and the environment as an effort to maintain the existence of historical places in the midst of current developments. This teaching material is useful for increasing the effectiveness of student learning and this teaching material can be used for learning in the classroom and at home. Through teaching materials for historical narrative-based texts *QR Code* which integrates into *Augmented reality* so that teaching materials are also accessed on a 3D basis helping students better understand the material while increasing reading comprehension skills and increasing student motivation to learn (Nazilah & Ramadan, 2021).

Reading comprehension is the ability to read to know the main idea, important details or all understandings that are closely related to the ability to remember the material or material read (Syafitri & Mansurdin, 2020:1336). The ability of students in reading comprehension can be used to explore important information from historical narrative texts through historical building tours Chapter VI Cinta Indonesia.

By referring to Indonesian learning problems, namely the lack of diversity in the use of teaching materials cause not to support it reading comprehension ability and low motivation of learners to read. This is also supported by research from Ayu et al. (2022) that development research *e-books* Using the App *Book Creator QR Code*-based is very valid and feasible to be used in the learning process in the classroom and is able to teach students auditively, visually and kinesthetically.

According to the description above, the researchers are encouraged to carry out research entitled research entitled "Development of QR Code Based Historical Narrative Text Teaching Materials to Improve Students' Skills in Exploring Historical Information".

MATERIALS & METHODS

This research, namely of the Research and Development (R&D) type which has the aim of developing QR Code-based historical narrative text teaching materials. This research uses the development model according to Borg and Gall by Sugiyono (in Imaduddin et al., 2023:621). There are 10 research stages, namely: (1) Potential and Problems; (2) data collecting; (3) product design; (4) design validation; (5) design revision; (6) product testing (7) product revision; (8) trial use; (9) product revision; (10) mass product manufacturing. However, in this study the researchers only reached 5 development steps, namely design revision, this was because of limitations time and costs required. The subjects of this research were fifth grade students at SDN Sronol Wetan 05. The data collection instrument was a validation questionnaire. Expert validators consist of media experts and material experts.

This study used a scale *Likert* with the use of qualitative data and quantitative data. Qualitative data will later be seen through criticism, suggestions and input provided by expert validators. While quantitative data can be seen through product assessment on Teaching materials for historical narrative-based texts *QR Code* provided by expert validators (Khairunnisa et al., 2019).

The product feasibility test is taken from the assessment of product feasibility instruments, teaching materials, narrative texts, handovers, *based on QR Codes* on Indonesian elementary school lesson content by media experts and material experts. The data was analyzed by percentage descriptive test using the following formula (Purwanto, 2017:102).

$$NP = \frac{R}{SM} \times 100\%$$

Information:

NP = Percent value sought or expected

R = Raw score obtained

SM = The ideal maximum score of the test in question

The percentage of data converted based on the criteria is very feasible, feasible,

feasible enough, and not feasible. The steps to determine the criteria for obtaining a score are using the formula Sudjana (2005:46-50), which is as follows.

1. Maximum score percentage = 100%
2. Minimum score percentage = 25
3. Set range = 100% - 25% = 75
4. Set as many classes as required intervals = 4 (very feasible, feasible, moderately feasible and less feasible) for feasibility for feasibility of qr code-based historical narrative text teaching materials.
5. Set P (Long Class Interval)

$$P = \frac{\text{Range}}{\text{Many Classes}} \times 100\%$$

6. Selecting down the first interval class = 25%

The criteria for obtaining eligibility scores can be seen in the table 1.

Table 1. Eligibility Score Criteria

Percentage	Criterion
82% < x ≤ 100%	Very Worth It
63% < x ≤ 81%	Proper
44% < x ≤ 62%	Pretty Decent
25% < x ≤ 43%	Less Decent

RESULT

The research and development process begins with finding information on potential and problems that occur in the field. In this study, the first step was carried out at SDN Sronol Wetan 05 and SDN Sendangmulyo 01 Semarang City by observing and interviewing class teacher V. Sugiyono (in Imaduddin et al., 2023:621) Explaining observation is a data collection technique that has distinctive characteristics compared to other data collection techniques. The compiled format contains details about events or behaviors that occur or are expected to occur. The form of observation

in this study is structured observation. An interview is a data accumulation technique that aims to find out deeper problems from respondents. The next stage is to collect data and literature regarding the product to be developed.

Furthermore, after getting problems, potential and sufficient literature, researchers design new product designs to be developed. QR Code-based historical narrative text teaching materials *are one of the teaching materials with the help of QR Codes* that combine 3D images with materials that are close to the student's environment. The material in this teaching material is 'History of the Five Days Battle of Semarang' for grade V students. The structure of teaching materials consists of four aspects of content/material, aspects of presentation, language aspect, and graphics.

Content / Material Aspect

Based on the feasibility of the content / material of teaching materials, QR Code-based historical narrative texts are designed adapted to the needs of students and educators. The material developed is in accordance with the principle of developing teaching materials. Referring to the principle of adequacy, the content section of the material reviews learning outcomes which are grouped into two streams of learning objectives. The first narrative discusses "Kariyadi, the Doctor Who Died in the Semarang Five Days Battle", the second narrative "Tugu Muda Silent Witness of the Semarang People's Struggle", and the third narrative "Remembering the Struggle of the Semarang People During the Semarang Five Days Battle at the Mandhala Bhakti Museum".



Figure 1. Narrative 1

Figure 2. Narrative 2

Figure 3. Narrative 3

Referring to the relevance aspect, the Semarang five-day battle material uses the "Did You Know" column to explore the experiences that students have as an introduction to understanding the material to be learned. In accordance with the principle of material adequacy, the five-day battle of

Semarang is also equipped with evaluation questions. Mastery of material on each subject is the main goal that must be achieved by the use of teaching materials or students. The presentation of evaluation questions is at the end of each historical text narrative.

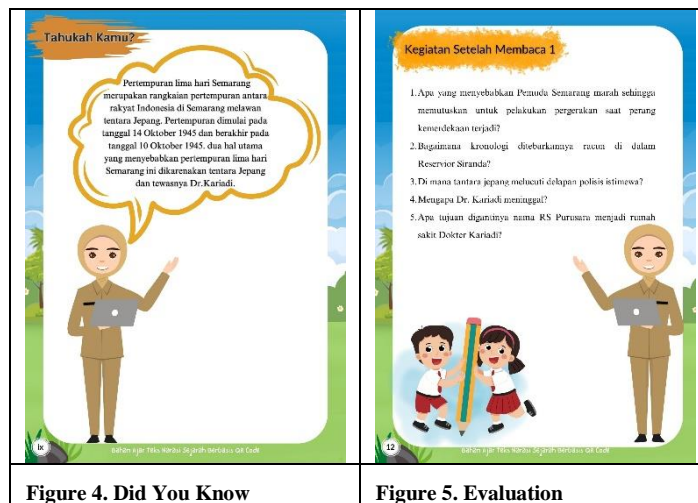


Figure 4. Did You Know

Figure 5. Evaluation

Presentation Aspect

Based on the feasibility of presentation, QR Code-based historical narrative text teaching materials are developed in accordance with the principles of teaching material

development. In accordance with the principle of adequacy in the introduction of teaching materials presents copyright, introduction, table of contents, instructions for use, advantages, and learning outcomes.

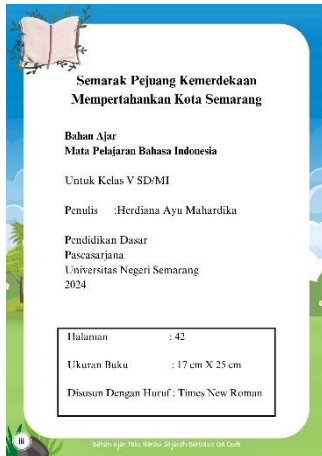


Figure 6. Copyright



Figure 7. Introduction

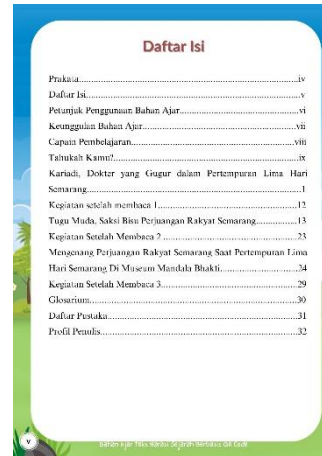


Figure 8. Table of Contents



Figure 9. Instructions for use



Figure 10. Excess



Figure 11. Learning Outcomes

At the end of the teaching materials for QR Code-based historical narrative texts, there is a glossary, bibliography, and author profile.



Figure 12. Glossary



Figure 13. Bibliography



Figure 14. Author Profile

Linguistic Aspects

The language used in QR Code-based historical narrative text teaching materials refers to the principle of relevance by using

effective sentences in accordance with grammar as well as enhanced guidelines. This communicative element is a consideration for teaching

materials for historical narrative texts to provide interaction with students. Dialogical sentences using questions will make

students feel interacting with teaching materials so that it is more fun. This is used in the "Did You Know?" column.



Figure 15. Did You Know

Graphic Aspects

Referring to the principle of relevance, the development of QR Code-based historical narrative text teaching materials is designed based on the needs of teachers and students. The front cover is designed with a

color composition that is preferred by students to be attractive to students accompanied by the arrangement of images and writing on the cover. That relevance is also presented on the front cover with the title and image presented. The title presented is an overview of the material to be presented, besides that the title used is in accordance with the needs of students.

In addition to the title, the images presented have also fulfilled the aspect of image relevance with students who use *mobile phones* to access QR Code-based teaching materials *and* bring up 3-dimensional images, namely the Tugu Muda monument, and the mandala bhakti museum. For more details, the front cover of QR Code-based historical narrative text teaching materials can be seen in the following image.



Figure 16. Front Cover



Figure 17. Back Cover

Referring to the principle of consistency of teaching materials, QR Code-based historical narrative texts are designed using 80 grams of HVS paper consisting of 26 sheets. The number of pages contained in the teaching materials compiled by researchers adjusts to the needs of existing material.

Referring to the principle of consistency of typeface and size, the dominant font used is *times new roman* size 12. In addition to *times new roman*, it is also varied with the *Alegreya* typeface used in the title of teaching materials to make it more interesting by considering the clarity of writing.

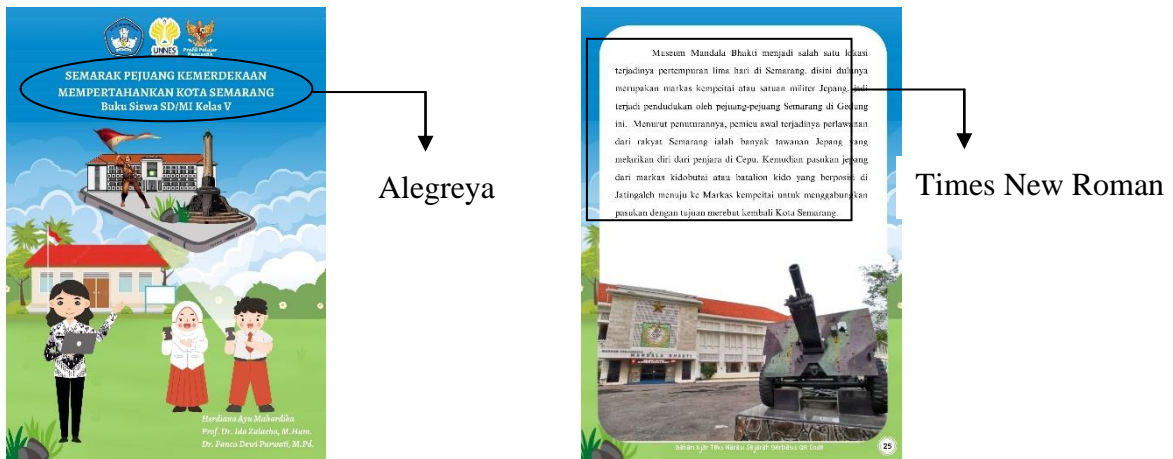


Figure 18. Font

Referring to the principle of relevance, QR Code-based historical narrative text *teaching materials* display 2-dimensional and 3-dimensional images so that they are more factual or real as in the illustrations used in the content of teaching materials in each title.

The feasibility assessment of QR Code-based historical narrative text teaching materials is assessed by media experts, and the material. Assessment validation is carried out by filling out the assessment instrument that have been prepared by the researchers. Based on the validation test by material experts on the QR Code-based historical narrative text *teaching materials*, the results of the assessment of the four aspects of the feasibility of teaching materials were obtained which included the feasibility of (1) content/material, (2) presentation, (3) language, and (4) graphics. The following are the results of the validation test of the prototype of QR Code-based historical narrative text teaching materials for improving students' historical information digging skills by media experts. The percentage of feasibility assessments carried out of by experts, namely.

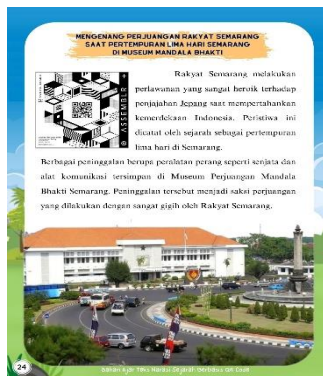


Figure 19. Illustration of Mandala Bhakti Museum

Table 2. Recapitulation of Media Expert Validation Assessment Results

No.	Feasibility Aspects of Teaching Materials	Score
1.	Contents/materials	30
2.	Serving	37
3.	Language	12
4.	Graphics	30
Amount (R)		109
Max Value (SM)		120
Eligibility Percentage (NP)		90,83%
Criterion		Very Worth It

Based on the results of the recapitulation of the product validation assessment by media experts, it shows that the percentage result of all assessments of teaching materials for historical narrative texts *based on QR Codes*

is 90.83% with the criteria of "Very Feasible" based on 4 aspects in the assessment. Based on the assessment obtained, QR Code-based historical narrative text teaching materials are very

feasible to be tested in the field without revision as teaching materials in research. After carrying out media validation on the product by media experts, it is followed by

an assessment of product validation by material experts. A recapitulation of the results of the product validation assessment by material experts is presented in table 3.

Table 3. Recapitulation of Material Expert Validation Assessment Results

No.	Feasibility Aspects of Teaching Materials	Score
1.	Contents/materials	32
2.	Serving	38
3.	Language	12
4.	Graphics	29
Amount (R)		111
Max Value (SM)		120
Eligibility Percentage (NP)		92,5%
Criterion		Very Worth It

Based on the results of the recapitulation of the product validation assessment by material experts, it shows that the percentage of all assessments on QR Code-based historical narrative text teaching materials is 92.5% with the criteria of "Very Feasible" based on 4 aspects in the assessment. Based on the assessment obtained, QR Code-based historical

narrative text teaching materials are very feasible to be tested in the field without revision as teaching charts in research. A recapitulation of the 2 validation test results by media experts and material experts on QR Code-based historical narrative text teaching materials can be seen in the following table.

Table 4. Recapitulation of the Average Validation Test of QR Code-Based Teaching Materials

No.	Feasibility Aspects of Teaching Materials	Score		Average score	Category
		Expert 1	Expert 2		
1.	Contents/materials	86	91	88,5	Excellent
2.	Serving	92	95	93,5	Excellent
3.	Language	80	80	80	Good
4.	Graphics	100	96	98	Excellent
Average		89,5	90,5	90	Excellent

Based on table 4, it can be concluded that QR Code-based historical narrative text teaching materials obtained an average score of 90% in the very good category. Therefore, it can be concluded that the feasibility of QR Code-based historical narrative text teaching materials for improving students' skills in extracting historical information is very worthy to be tested at the trial phase.

This is in line with the research carried out (Bintaro, 2017) which produces interactive multimedia with expert validation of media and material that puts it into the criteria is excellent. And by (Hardinata et al., 2018) this research shows the results that get material expert rating of 95.83% very good, media experts 89.71 categorized very good, the quality of learning media a percentage of 85.13 categorized as good. In the second

trial, the percentage of 86.91 was categorized as very good.

DISCUSSION

Researchers in developing teaching materials for historical narrative-based texts *QR Code* in class V Cinta Indonesia material uses research and development steps from Borg and Gall adapted from Sugiyono (in Imaduddin et al., 2023:621). The model of development in this research, there are 4 stages out of a total of 10 stages, including: (1) potential and problems; (2) data collecting; (3) product design; (4) design validation; (5) Product revisions.

According to Romiszowki (in Kosasih, 2021:257), explaining the criteria for good digital teaching materials, which are as follows: 1) the material presented has obtained validation by material validators;

2) conformity of the material with the RPP that has been prepared; 3) the material has a positive impact and benefits for students; 4) the material is supported by appropriate media; 5) presentation of specific concepts; 6) the suitability of examples and practice questions with the material or learning objectives; 7) effectiveness in the use of language; 7) degree of difficulty of the material with questions on the characteristics and abilities of students must be adjusted. Meanwhile, according to Sungkono (in Kosasih, 2021:258) Expressing different opinions regarding the criteria for good digital teaching materials, digital teaching materials must pay attention to aspects of completeness of identity, aspects of language, clarity of instructions, aspects of identity coverage, aspects of content, aspects of assignments / exercises, and aspects of summary.

Based on the results of the needs analysis according to the perceptions of students and teachers, researchers developed teaching materials for QR Code-based historical narrative texts with specific characteristics based on the results of needs including (1) feasibility of content/material, (2) feasibility of presentation, (3) feasibility of language, and (4) feasibility of graphics.

Feasibility of teaching materials for historical narrative-based texts *QR Code* known through the validation of teaching materials for historical narrative-based texts *QR Code* which is done with expert ratings and user feedback. In tune with research Turnip & Wijayaningsih (2022) In validation activities, it aims to find out the assessment and evaluate products that have been developed so that they are suitable for use in teaching background activities. So that from the results of the validation test on Development of teaching materials for historical narrative-based texts *QR Code* For improving students' skills in extracting historical information Obtaining a score processed by researchers shows an assessment by media experts of 90.83%, and material experts of 90.5%, which means teaching materials for historical narrative-

based texts *QR Code* The developed ones are categorized on very feasible criteria. As well as the recapitulation results of the two validators obtained an average score of 90% with a very good category so that it is suitable for use in learning activities.

CONCLUSION

QR Code-based historical narrative text teaching materials are developed according to the needs of teachers and students to improve students' skills in extracting historical information. The development of QR Code-based historical narrative text teaching materials is designed with specific characteristics including (1) content / material feasibility, (2) presentation feasibility, (3) linguistic feasibility, and (4) graphic feasibility. QR Code-based historical narrative text teaching materials are developed based on feasibility assessments by media experts, and material experts. Based on the feasibility assessment by media experts on QR Code-based historical narrative text teaching materials, falls into very criteria of achieving the assessment percentage score of 90.83%. Meanwhile, the feasibility assessment by material experts on QR Code-based historical narrative text teaching materials includes very feasible criteria with an assessment percentage score of 92.5%. As well as a recapitulation, two validators obtained an average score of 90% in the very good category so that it is suitable for use in learning activities.

Declaration by Authors

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