


# The Use of Visual Media in Educating Deaf Students on Prayer Practices

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\*Salistya Irfani, Suwantoro<sup>12</sup> 

<sup>12</sup>Madura State Islamic Institute, Indonesia.

Correspondence Author: [salistyairfani@gmail.com](mailto:salistyairfani@gmail.com)

## ABSTRACT

Learning media plays an important role in the learning process, especially for students with hearing impairments. Choosing the right media can improve understanding, attract interest, and facilitate the delivery of material. In learning to pray for deaf students, relevant media helps convey messages clearly and effectively. This study was conducted to determine how to use image media in learning prayer material for deaf students at SMPLB Asih Mulya Jungcangcang Pamekasan and to determine what are the supporting factors and inhibiting factors for the use of image media in learning prayer material for deaf students at SMPLB Asih Mulya Jungcangcang Pamekasan. This study uses qualitative research with a descriptive research type. And to support the discussion based on field facts, the researcher obtained data sources using interviews, observations, and documentation. The informants were PAI teachers, students, parents/relatives and principals. The results of the study indicate that: first, the use of image media in learning prayer material at SMPLB Asih Mulya Jungcangcang Pamekasan includes planning by compiling teaching modules and choosing the right methods and media, implementation through observing, asking, trying and associating activities, and evaluation using text and non-text. Second, supporting factors include the suitability of the media to the needs of students, teacher creativity, adequate school facilities, and parental support. The inhibiting factors are the limitations of image media, the lack of mastery of sign language by Islamic Religious Education teachers, and the absence of Wi-Fi in schools which limits access to learning resources on the internet.

**Keywords:** *Image Media, Prayer Material, Deaf*

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## INTRODUCTION

Education is a process carried out by a person to hone his/her abilities through learning activities. The purpose of this activity is for students to be able to improve and develop their potential. Efforts to develop students' potential are a risky job, because it is not easy to develop students' potential towards the formation of a primary personality. However, behind that, the task of educators is very noble and sublime from the perspective of society, the state, and religion (Mohammad, 2021). Educators shape the personality of students through Islamic education by teaching and guiding them according to the teachings of the values contained in Islam towards the formation of the main personality according to Islamic rules. The Islamic measure is based on the morals and behavior of students that are concrete and provide benefits for their lives in society.

One of the lessons in Islamic education is discussing prayer material. Prayer is one of the five pillars of Islam which consists of a series of words and movements, starting with takbir and ending with greetings. Prayer is an obligation that must be carried out by Muslims five times a day. This worship must be carried out by every Muslim, both in good health and in

sickness. In addition, Islam also does not burden its people in carrying out their worship, but rather adjusts it to their respective abilities (Setiawan, Bsy, and Fajriyah 2020) .

The importance of teaching Islamic education to children with disabilities so that they can understand Islamic values, have a strong moral foundation, and develop noble morals in accordance with religious teachings. With inclusive Islamic education and adapted learning methods, deaf children will find it easier to understand religious principles, worship properly, and feel part of the Muslim community.

As Allah says, it is important for children with disabilities to receive Islamic education:

عَبَسَ وَتَوَلَّى، أَنْ جَاءَهُ الْأَعْمَى، وَمَا يُدْرِيكَ لَعَلَّهُ يَزْكَى، أَوْ يَذَّكَّرُ فَتَنْفَعَهُ الذِّكْرَى، أَمَّا مَنْ اسْتَعْزَى، فَأَنْتَ لَهُ تَصَدَّى، وَمَا عَلَيْكَ أَلَّا يَزَّكَّى، وَأَمَّا مَنْ جَاءَكَ يَسْعَى، وَهُوَ يَخْشَى، فَأَنْتَ عَنْهُ تَلَهَّى، كَلَّا إِنَّهَا تَذْكِرَةٌ

Meaning: He (Muhammad) became sour and turned away, because a blind man had come to him (Abdullah bin Umm Maktum ), and do you know (Muhammad) perhaps he wanted to purify himself (from sin), or he (wanted) to receive teachings that were useful for him? to you in a hurry (to get teachings), while he is afraid (of Allah), then you (Muhammad) ignore him, sometimes don't be (so) serious (understanding) (Allah's teachings) as a warning. QS. Abasa 80: 1-11 (Department of Religion, 2016) .

The verse above explains that Allah rebuked the Messenger of Allah SAW for prioritizing the leaders of Quraysh over Abdullah bin Ummi Maktum, a blind man who sincerely wanted to learn Islam. This story teaches that everyone, regardless of their physical condition, has the same right to obtain religious knowledge. In this case, the management of Islamic education for children with special needs, especially deaf children, becomes very important because it is not the same as children in general, more specialized education is needed so that each individual can meet their expectations. Therefore, appropriate learning techniques are needed in order to achieve the expected results. Because, learning objectives will be more successfully achieved if the teacher applies more appropriate methods or media in the learning process.

Deaf children are children who experience difficulties in their sense of hearing, ranging from mild hearing loss to severe hearing loss. Of course, the inability to hear well has a significant impact on language communication. If language communication is troublesome, it will certainly affect other areas of life, including daily life, social emotions, and cognitive functions ( Munikah , 2023) .

A teacher has a crucial role in creating a comfortable learning environment in the classroom. Learning itself is a process that results in changes in behavior due to external stimuli. Therefore, educators must apply appropriate methods, strategies, or techniques in teaching deaf children. One approach that can be used is the use of learning media. With this media, it is expected to support teachers and students in undergoing the learning process more effectively.

The deaf in learning prayer material use media, namely image media that is equipped with prayer readings. Image media is a visual medium that can increase student interest and connect learning materials with real life. Images as media become a driver in the learning process, by utilizing students' sense of sight to maximize learning success. Using images as a tool to convey information or ideas so that the material given can be achieved optimally ( Novelti, 2022).

The use of visual media for deaf children can help them understand concepts and information visually, without relying on their hearing ability. Visual media provides a more effective way of communication, as visualization helps explain complex ideas or instructions more clearly.

Pre-field observations at SMPLB Asih Mulya Jungcancang Pamekasan, PAI teachers overcome obstacles in learning prayer movements and prayer readings by using picture media to convey prayer materials to deaf children, because it makes it easier for them to understand the lesson. In using picture media, of course there are obstacles that occur, but besides that

there are advantages. In this context, the researcher is interested in studying in more depth "The Use of Image Media in Learning Prayer Material for Deaf Students at SMPLB Asih Mulya Jungcangcang Pamekasan".

## METHOD

This research adopts a qualitative approach, which is particularly suitable for understanding phenomena as experienced by research subjects in their natural settings. As articulated by Moleong (2016), qualitative research aims to provide a comprehensive and in-depth portrayal of an object, phenomenon, or social setting through narrative description rather than numerical data. The present study is descriptive in nature and seeks to explore the use of image-based media in teaching Islamic prayer material to deaf students at SMPLB Asih Mulya Jungcangcang, Pamekasan.

The rationale behind choosing a qualitative approach is grounded in several considerations. First, this approach enables a nuanced exploration of the phenomenon under investigation, as data is collected directly from the field and interpreted contextually. Specifically, it allows the researcher to gain profound insight into how image media is integrated into prayer lessons for deaf students. Second, the study aims to identify both the supporting factors and challenges faced by teachers in implementing image media during instruction. Third, using a qualitative framework enhances the validity of the research, as it incorporates diverse data sources, including interviews, observations, and relevant documentation.

Data collection relies on both primary and secondary sources. Primary data was gathered through direct observation and interviews with key stakeholders such as the school principal, the Islamic religious education teacher, seventh-grade deaf students, and the students' guardians. Secondary data serves to complement the primary findings and includes literature from academic books, journals, and instructional modules used by teachers. This combination of data sources enriches the understanding of how image media is utilized in the educational process.

Field observations were conducted to closely monitor and record the application of image media in the classroom setting. The researcher carried out interviews with the principal and the Islamic religious education teacher on October 25, 2024, within the school premises. Additionally, interviews were held with deaf students from grade VII on October 28, 2024, to gather student perspectives. A separate interview with a student's grandmother was conducted outside the classroom on October 25, 2024, to gain insights into the learners' development after the integration of image-based materials in prayer instruction.

Documentation also played a significant role in data gathering. This method involved collecting and analyzing documents relevant to the research focus, such as institutional policies, instructional materials, photographs, and other supporting records (Untung Lasiyono & Yudha Alam, 2024). These documents were essential in providing context for the analysis of prayer material instruction through image media, particularly concerning student and teacher involvement, learning outcomes, and instructional evaluation.

The data analysis process consisted of three interconnected phases: data reduction, data presentation, and conclusion drawing. During data reduction, the researcher filtered and categorized key information derived from interviews and documentation, focusing on planning, implementation, and evaluation of image media usage. The data was then presented in an organized and concise format to facilitate interpretation. Finally, conclusions were drawn by synthesizing the analyzed data, revealing clear answers to the study's focus. These findings are presented descriptively and systematically, demonstrating how image media effectively supports the teaching of prayer material to deaf students at SMPLB Asih Mulya Jungcangcang.

**Participants**

This study involved four key participants from SMPLB Asih Mulya Jungcangcang Pamekasan, each contributing distinct insights based on their roles. The principal, Mr. Mohammad Fadlillah, interviewed on October 25, 2024, provided an overview of the school's policies regarding the integration of visual media as a learning tool for deaf students. On the same day, the Islamic Religious Education teacher, Mrs. Qorrotul Laily, shared her experiences in implementing visual-based instructional strategies and highlighted the positive impact of such media on students' comprehension of religious content. Additionally, Mrs. Tuina, the grandmother of a deaf student, offered valuable observations on her grandchild's improved understanding of prayer material after being taught with visual aids. Lastly, deaf student Verdorega Zulkarnain Azis, interviewed on October 28, 2024, expressed his personal learning experience, emphasizing how the use of visual media enhanced his grasp of the prayer material.

**Data validity techniques**

Triangulation is techniques used For increase accuracy and reliability findings. The purpose of triangulation is to strengthen theoretical, methodological, and interpretive aspects in qualitative research. ( Mekarisce , 2020) . This technique covering Source triangulation is a method to test the truth of information by relying on various data sources. In this context, researchers analyze and verify information regarding the use of image media in learning prayer material for deaf students at SMPLB Asih Mulya Jungcangcang Pamekasan. This method is applied by comparing observation results with interview data and matching interview results with related documents.

**Triangulation method**

Triangulation of methods can be done by verifying research findings through various data collection techniques, such as observation, interviews, and documentation related to the use of image media in teaching prayer material to deaf students at SMPLB Asih Mulya Jungcangcang Pamekasan.

**FINDING AND DISCUSSION****Image as Media Used in Learning Prayer Material for Deaf Students at SMPLB Asih Mulya Jungcangcang Pamekasan**

Learning is a dynamic process that emphasizes the active involvement of students in understanding and mastering subject matter. According to Munichah (2023), this process requires students to engage meaningfully with the material presented. Teaching prayer material to deaf students poses unique challenges that demand thoughtful planning, including the use of appropriate methods and media tailored to the students' needs.

Deafness refers to a hearing impairment that partially or completely affects a person's ability to hear. At SMPLB Asih Mulya Jungcangcang Pamekasan, the deaf students fall under the category of severe deafness, with hearing loss ranging from 75 to 90 decibels (dB). Notably, there is a difference in hearing levels between the right and left ears—75 dB and 80 dB, respectively. Despite these limitations, students are still able to read prayer texts, albeit with reduced auditory clarity compared to those with normal hearing.

Currently, there is only one deaf student in class VII at SMPLB Asih Mulya Jungcangcang following the dropout of another student. This allows the teacher to focus more effectively on personalized learning strategies. These strategies include the use of sign language, visual aids, and interactive approaches that cater to the student's specific learning needs.

Based on observations and interviews conducted at the school, the Islamic Religious Education (PAI) teacher prepares lesson plans through the development of teaching modules to facilitate the teaching process. As highlighted by Noventy et al. (2024), a well-structured

and systematic lesson plan forms the foundation of effective instruction and guides each phase of the educational process to ensure learning objectives are met.

The school follows the Independent Curriculum, which offers various forms of intracurricular learning to support students' optimal learning experiences. This curriculum enables teachers to adapt learning materials according to the individual needs and interests of students. It also emphasizes the development of the Pancasila student profile, incorporating themes established by the government (Jannah, Fathuddin, & Zahra, 2022). To ensure successful learning outcomes, Mrs. Qorratul Laily, the PAI teacher, consistently prepares and modifies her teaching modules in accordance with students' development levels and specific learning needs. Her planning connects the overarching goals of the curriculum with its classroom implementation, ensuring a coherent and student-centered educational experience.

In the classroom, teachers must prepare students mentally and physically for learning activities. For instance, in class VII, students follow seating arrangements that minimize distractions and maintain focus. A prayer is recited before each lesson begins, and students are reminded to remain attentive. These strategies align with Suryana's assertion that effective classroom management is crucial for enhancing student achievement. Observations and interviews revealed the instructional methods used by Mrs. Qorratul Laily in teaching prayer material through visual media. First, the teacher introduces the meaning of prayer using sign language and lip movements while displaying images of prayer positions. She demonstrates the prayer movements slowly, ensuring that students can follow each step accurately.

Next, the teacher encourages students to perform the prayer movements collectively, continuing to use sign language to guide their understanding. For instance, while demonstrating the takbiratul ihram, she simultaneously shows the hand movement and conveys its meaning through visual cues. Visual aids, such as posters depicting the steps and recitations of prayer, are also employed. Following the group demonstration, students are given the opportunity to practice the prayer movements independently. The teacher remains close by to monitor their progress and provide immediate corrections as needed. This stage helps reinforce students' comprehension and memorization of both the prayer recitations and movements.

The evaluation of students' understanding is carried out using both test and non-test methods. In the test, students are asked to match cards containing questions related to prayer material. The non-test evaluation involves observing students as they perform the steps of the dawn prayer, which takes place in the school's prayer room. Interviews with deaf students after lessons revealed their enthusiasm and increased confidence in learning prayer material through visual media. They expressed joy in being able to follow along with the movements and readings without feeling left behind. This supports the findings of Wulandari et al. (2023), who emphasized the importance of learning media in maintaining students' interest and preventing fatigue during lessons.

Mrs. Qorratul Laily's use of picture media and sign language has proven effective in facilitating the learning process. According to Munichah (2023), visual aids such as images enhance students' ability to recall information and communicate more effectively. The posters used in class depict prayer positions from takbiratul ihram to salam, each accompanied by corresponding prayer texts. These media not only support comprehension but also boost student motivation. To further reinforce prayer practices, the school principal implemented a daily dhuha prayer habit before class begins at 7:30 a.m. This routine practice underscores the importance of psychomotor assessments in Islamic education, ensuring students not only understand but also internalize religious rituals. As Damayani et al. (2023) note, the ability of SLB students to perform religious practices reflects their spiritual development and readiness to participate fully in society.

## **Supporting and Inhibiting Factors in the Use of Image Media in Learning Prayer Material for the Deaf**

In every implementation of learning, there are various supporting and inhibiting factors that influence its success. This is also true for learning prayer material at SMPLB Asih Mulya Jungcangcang Pamekasan, where both internal and external factors play a role. Internal factors include the teacher's ability to explain and deliver material using selected media, while external factors include the classroom condition, room layout, type and placement of media, and the optimal presentation of media adjusted to the room's condition and student numbers (Primary and Final, 2019).

Based on interviews with the school principal, the Islamic Religious Education (PAI) teacher, deaf students, and their parents or guardians, several supporting factors were identified. First, the suitability of the media with students' needs is crucial. The PAI teacher uses poster media to support deaf students who rely heavily on visual cues. These posters are designed with bright colors and illustrations that depict prayer movements and readings, making them both visually appealing and informative.

Second, the creativity of the teacher in designing visual media like posters significantly enhances learning effectiveness. The PAI teacher prepares posters that are not only educational but also attract students' attention. Clear images, vivid colors, and simple yet meaningful designs help visualize each movement and recitation in the prayer, making the content more accessible and engaging for deaf students.

Third, school facilities such as projectors, printers, and comfortable classrooms contribute to more effective teaching. For example, a projector can display clearer and more interactive images, while a printer enables the teacher to produce printed materials like prayer posters. A well-arranged and comfortable classroom also supports student focus and learning engagement.

Fourth, parental support plays a vital role in reinforcing learning at home. Parents help their children review material taught in class, offer additional guidance, and ensure consistent practice. In the context of prayer learning, parents can guide their children in repeating prayer movements and readings using the visual aids provided by the teacher or other appropriate means.

However, several inhibiting factors also affect the learning process. These include limited media that only show body positions without detailed explanations, leading to confusion among deaf students. Therefore, it is necessary for teachers to directly demonstrate prayer movements to ensure proper understanding. Another challenge is the lack of sign language proficiency among PAI teachers, who often rely on spoken language, especially Arabic, making effective communication difficult. This is exacerbated by the fact that no teachers have special education backgrounds. Finally, the absence of Wi-Fi facilities limits access to diverse learning resources and educational technology that could enhance learning quality. In conclusion, while there are several supporting factors that facilitate effective prayer learning for deaf students at SMPLB Asih Mulya Jungcangcang Pamekasan, significant challenges remain, particularly in communication and infrastructure. Addressing these issues through improved teacher training and better school facilities is essential to ensure inclusive and meaningful learning experiences for all students.

## **CONCLUSION**

At SMPLB Asih Mulya Jungcangcang, the use of image media in teaching prayer material to deaf students follows a structured process beginning with careful planning. The Islamic Religious Education (PAI) teacher prepares a teaching module that outlines appropriate methods and media suited to the learning needs of deaf children. During the implementation stage, students are first conditioned to focus before the teacher introduces the material using visual aids such as posters illustrating prayer movements and recitations. This is followed by guided practice sessions, allowing students to replicate the movements while

receiving immediate feedback. The final stage involves evaluation through direct observation of students' ability to perform the prayer movements and readings, ensuring that learning objectives are achieved. To reinforce memory and understanding, the school integrates routine *dhuha* prayer practices into the daily schedule, strengthening psychomotor and spiritual development. Several supporting factors enhance the effectiveness of this approach. These include the alignment of media with students' visual learning needs, the teacher's creativity in designing engaging and informative posters, the availability of supporting school facilities like projectors and printers, and strong parental involvement in reinforcing prayer practices at home. However, challenges also exist. Limited availability of image media, especially those lacking detailed explanations, hampers full comprehension. Additionally, many teachers, particularly those without special education backgrounds, struggle with using sign language effectively, creating communication barriers. The absence of Wi-Fi in the school further restricts access to diverse online learning resources that could otherwise enrich the educational experience. Despite these obstacles, the method proves highly effective in facilitating religious instruction for deaf students.

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*The Use of Visual Media in Educating Deaf Students on Prayer Practices*

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