



THE DEVELOPMENT OF POSTERS AS PAI LEARNING MEDIA FOR STUDENTS WITH INTELLECTUAL DISABILITIES AT SLB NEGERI SABANG

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Abstract

Students with disabilities often have difficulty understanding Islamic Religious Education (PAI) material which tends to be abstract, such as the concept of monotheism, morals, and worship procedures. Limited memory, language skills, and low focus on learning result in less optimal learning and decreased learning motivation. Learning media that is not in accordance with the characteristics of students further exacerbates the gap in understanding. This research aims to develop posters as PAI learning media for students with disabilities in SLB Negeri 1 and 2 Sabang. The method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. Data analysis was carried out using the Miles and Huberman interactive model, while the validity of the data was ensured through diligence of observation and triangulation of sources. The results showed that posters designed with simple visuals, short text, and contrasting colors effectively simplified abstract concepts into concrete forms, improved memory, motivated students, and facilitated alternative communication. Participatory evaluation involves teachers, students, and parents, with success indicators including increased understanding, engagement, and positive behavior change. This study recommends the sustainable use of posters with design and content improvements based on regular evaluations, to support inclusive and meaningful PAI learning for students with disabilities.

Keywords: Poster Development, Islamic Religious Education, Students With Disabilities, PAI Learning Media

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A. Introduction

The development of knowledge and technology has brought about very rapid changes in various aspects of human life, including in the field of education. In line with these developments, the world of education continues to update so as not to be outdated, one of which is through the use of the latest technology as a learning medium.

The learning process is basically a communication process that involves three main components, namely the sender of the message (teacher), the recipient of the message (students), and the message itself (subject matter) (Budiman 2017; Miftah 2008). However, in practice, communication failures often occur—the material delivered by the teacher is not fully acceptable and understood by the students (Suwar et al. 2025; R and Rahayu 2021; Sundari 2017). In fact, it is not uncommon for students to misunderstand the content of the message conveyed.

Learning media is one of the factors that support the success of the learning process (Riyana 2012). Learning media is defined as a tool or means used by teachers to convey material so that it can be easier for students to understand (Astuti et al. 2024; Moto 2019). According to (Ritonga et al. 2022), media is a very important component in learning, so teachers need to pay serious attention to their choices. The selection of media must be appropriate, according to the needs of students, and keep up with technological developments.

(Muhson 2010) and (Tirsa 2023) stated that learning media can be categorized into human-based, print, visual, audio, audio-visual, and computer-based media. One of the media that can be used is *Poster*. Posters are graphic designs or images printed on large media to convey information briefly and clearly. With posters, materials can be presented in attractive visual form, thereby reducing boredom and increasing students' interest in learning.

Islamic Religious Education (PAI) is a compulsory subject for all Muslim students at all levels of education. PAI not only teaches religious knowledge, but also forms beliefs, piety, noble morals, and the practice of Islamic teachings sourced from the Qur'an and Hadith. Religious education is an integral part of the National Education System, as regulated in Law Number 20 of 2003 concerning the National Education System.

The law also mandates that citizens with physical, emotional, mental, intellectual, and/or social disorders have the right to receive special education. This also applies to children with disabilities, namely children with a below-average level of intelligence who need intensive guidance from teachers and parents. Children with disabilities generally have difficulty thinking abstractly, have low imagination, and are less able to accept complex instructions.

In PAI learning, the difficulties of children with disabilities are increasingly evident because religious material is often abstract (Fatima et al. 2025; Sâdiyah and Rochmah

2017). Therefore, special approaches and appropriate learning media are needed so that the material can be easier to understand. Visual media such as posters have the potential to be an effective means of aiding their understanding.

SLB Negeri 2 Sabang is one of the formal educational institutions that serves children with special needs, including the disabled, at the SDLB, SMPLB, and SMALB levels. Based on initial observations, several problems were found, including low ability to understand PAI material, low motivation to learn, and delay in thinking. This condition shows the need for learning media that can attract attention, motivate, and facilitate the understanding of the material, one of which is through the development of posters.

The researcher is interested in developing posters as a PAI learning medium at SLB Negeri 2 Sabang because visually impaired children tend to be more responsive to visual media. Posters designed with simple images, colors, and text can help them understand the material, especially Islamic religious values such as prayer, zakat, compassion, and good manners, which are useful in daily life.

Based on this background, this study examines "The Development of Posters as PAI Learning Media for Visually Impaired Children at SLB Negeri 2 Sabang" as an effort to present learning media that suits their characteristics and needs.

B. Method

This study employed a qualitative descriptive design with a case study approach at State Special Schools (SLB Negeri 1 and 2 Sabang), selected purposively due to high enrollment of students with intellectual disabilities (IQ <70, n≈45 across grades) and observed PAI learning gaps. Research was conducted February–June 2025, focusing on poster development for PAI (e.g., monotheism, prayer procedures). Ethical approval obtained from school principals; informed consent from 8 teachers/parents (verbal for students); anonymity ensured.

Participants: Purposive sampling: 5 PAI teachers (3–10 yrs exp.), 2 principals, 10 students (ages 10–14, mild-moderate ID), 5 parents. Inclusion: direct involvement in PAI/poster use.

The source of research data consists of primary data and secondary data. Primary data was obtained directly from the field through observation and in-depth interviews with school principals, vice principals for curriculum, PAI teachers, and students. Secondary data was obtained from various written sources such as books, literature, school documents, and other references relevant to the development of poster media in PAI learning for children with disabilities.

Data collection was carried out through three main techniques, namely observation, interviews, and documentation. Observations were made to directly observe the PAI learning process and the use of learning media in the classroom.

Interviews are used to obtain in-depth information about the views and experiences of teachers and schools related to PAI learning for students with disabilities. Meanwhile, documentation is used to collect supporting data in the form of school archives, photos of activities, and other official documents.

The collected data was analyzed using the Miles and Huberman interactive model, which included data collection, data reduction, data presentation, and conclusion drawing (Wijaya et al. 2025). Data reduction is carried out by selecting and simplifying relevant data, while the presentation of data is arranged in the form of narratives or tables to facilitate understanding. Conclusions are drawn continuously throughout the research process, verifying findings to ensure accuracy.

To ensure the validity of the data, this study uses observation diligence techniques and source triangulation. Triangulation is carried out by comparing information from various sources and methods, so that consistent, credible, and scientifically accountable data is obtained.

C. Finding and Discussion

1. Planning for the Development of Posters as PAI Learning Media for Visually Impaired Children at SLB Negeri Sabang

The planning for the development of posters as a learning medium for Islamic Religious Education (PAI) for visually impaired children at SLB Negeri Sabang was carried out by considering the special characteristics of students who tend to be more responsive to visual stimuli. The planning process involves curriculum analysis, selection of relevant materials, and designing poster designs that are attractive, easy to understand, and appropriate to students' level of cognitive development. Posters are created with bright colors, simple illustrations, and concise text to increase appeal and help students understand the material concretely. The involvement of teachers in this stage is the key so that the media developed is truly in harmony with the learning needs of students with disabilities.

School policies have a strategic role in supporting the development of visual-based learning media, especially posters. This support is realized through the provision of facilities, procurement of tools and materials, training for teachers, and the integration of visual media in the learning curriculum. The results of the interview with the head of SLB Negeri 1 Sabang show that schools actively encourage the use of visual learning media because students with intellectual barriers are more likely to understand the material through visual stimulus. Schools even allocate a special budget for the procurement and development of media that suits the needs of students (Interview, 2025).

This view is reinforced by PAI teachers at SLB Negeri 1 Sabang who stated that posters are very helpful in explaining religious concepts, such as prayer procedures, in a more concrete way. The classroom teacher at the school also emphasized that the use of visual media has become an integral part of the learning strategy, with the school's support in the form of printing facilities and the freedom to create according to the needs of students (Interview, 2025).

A similar thing was found at SLB Negeri 2 Sabang. The principal explained that school policies are directed to ensure the effectiveness of learning media, including posters, in improving student understanding. The school works closely with the education office and related institutions to obtain the necessary training and resources (Interview, 2025).

PAI teachers at SLB Negeri 2 Sabang added that this policy provides flexibility in developing visual media, as well as support for the procurement of relevant materials. Classroom teachers at this school also admit that visual media has become a teaching habit because it has been proven to improve students' memory and understanding (Interview, 2025).

Based on the results of interviews in both schools, it was found that school policies strongly support the use of visual-based learning media, including posters, in PAI learning for children with disabilities. This support includes budget allocation, provision of facilities, teacher training, and encouraging collaboration between teachers in designing learning media. The use of posters has been proven effective in increasing students' understanding of religious concepts, while enriching more interactive and contextual learning methods.

a. Availability of Facilities and Resources for the Development and Use of Posters in PAI Learning

The availability of facilities and resources is an important factor in the success of the development and use of posters as a learning medium for Islamic Religious Education (PAI) for students with disabilities at SLB Negeri Sabang. The school has taken strategic steps to ensure the smooth use of this visual media, starting from the procurement of printing equipment and quality materials, the provision of supportive learning spaces, to training for teachers in designing and utilizing posters effectively. In addition, collaboration with external parties, such as the educational community and religious institutions, is also a strategy to enrich the available resources.

Based on the results of the interview, the head of SLB Negeri 1 Sabang emphasized that the school has allocated a special budget for the procurement of visual learning media, including posters, both printed and independently produced by teachers. PAI teachers at the school revealed that the school's support includes the provision of color printers, special paper, as well as access to digital resources that make it easier to make

posters with more attractive designs (Interview, 2025). Classroom teachers at SLB Negeri 1 Sabang added that the school also provides a display board in each classroom so that posters can be displayed effectively, as well as opening opportunities for collaboration with external parties for the development of more innovative learning media (Interview, 2025).

A similar situation was found at SLB Negeri 2 Sabang. The principal explained that each class has been equipped with facilities that support the use of visual media. A special budget is allocated for the procurement of posters, and its development is integrated into the school's work program. PAI teachers at the school admitted that they received support from supporting devices such as computers with design software, quality printing materials, and the opportunity to participate in visual media making workshops. Classroom teachers at SLB Negeri 2 Sabang added that the school facilitates a special workspace for teachers who want to develop visual media, as well as encourage collaboration between teachers in creating teaching materials that suit the needs of students with disabilities (Interview, 2025).

The results of the researcher's observations corroborate that schools have provided adequate tools and supporting materials such as paper, printers, and drawing equipment (Observation, 2025). Training and mentoring for teachers are routinely carried out to ensure their ability to design and utilize posters optimally. Periodic supervision and evaluation are also implemented to ensure that the posters used are relevant to the needs of students and effectively improve their understanding of PAI materials.

From these findings, it can be seen that both schools show a strong commitment to supporting the use of posters as PAI learning media. This support includes the provision of facilities, budget allocation, teacher training, supervision, and collaboration with external parties. These measures not only ensure the quality of the posters produced, but also create a learning environment that is inclusive, interactive, and aligned with the characteristics of students with disabilities.

b. Challenges and Effectiveness of Posters in PAI Learning for Visually Impaired Students

Learning Islamic Religious Education (PAI) for visually impaired students has its own challenges, especially related to limited memory, understanding of abstract concepts, and difficulties in maintaining focus (Amatullah et al. 2025). Students with intellectual barriers often have difficulty understanding conceptual religious teachings, such as monotheism, morals, and Islamic law. Low concentration and language limitations further aggravate the process of delivering material. Therefore, learning media that is able to simplify the material, increase motivation, and provide visual

stimulus that is easy to remember is needed. In this case, posters are one of the effective solutions that can help overcome these obstacles (Yunanda and Sopiana 2025).

The use of posters in PAI learning at SLB Negeri 1 and 2 Sabang has been proven to help teachers in presenting information in a more concrete and interesting way. Posters allow the delivery of material through a combination of images, colors, and symbols that are easy for students to understand. In teaching ablution or prayer procedures, for example, posters with step-by-step illustrations make it easier for students to follow and remember the procedure. In addition, the existence of posters pasted in the classroom serves as a memory aid that can be accessed at any time by students, so that they can continue to repeat the material that has been taught independently.

In addition to serving as an explanatory material, posters also serve as an alternative communication tool for students with verbal barriers. Some students who have difficulty expressing their understanding verbally may point to the images or symbols on the poster to convey ideas or answers. This not only helps teachers in measuring students' understanding, but also increases their participation in the classroom. Posters are also able to bridge the concept of religion with daily life through images of real situations, such as respectful behavior towards parents or concern for the environment, so that students can understand Islamic values more applicatively.

The effectiveness of the use of posters is evident in increasing students' understanding of PAI materials. Based on the teacher's observations, students who learn with the help of posters are easier to recognize and remember basic Islamic concepts. Engaging visualisations make students more motivated to learn, while short and clear texts make it easier for them to understand the content. Posters can also be used as interactive learning mediums, where students not only see but also actively engage, for example by pointing, explaining, or sequencing images according to the material.

The results of the evaluation and teacher feedback showed that posters have a significant contribution in strengthening the understanding and involvement of visually impaired students in PAI learning. This media is able to simplify abstract concepts into concrete visual forms, improve memory through repeated exposure, and encourage students to learn independently. With the right design and strategic placement, posters are an effective means not only to help teachers deliver material, but also to shape an inclusive and enjoyable learning experience for visually impaired students.

c. Key Criteria in Planning and Design Effective Posters for PAI Learning

In designing and designing posters for Islamic Religious Education (PAI) learning for students with disabilities, special attention is needed to several main criteria so that posters can function optimally. Clear visuals, eye-catching contrasting colors, and short, easy-to-read text are important elements. The illustrations used must be simple,

relevant, and directly related to the PAI material so that students can understand the concept without the need to read a long text. Language selection also plays an important role, where the sentences used must be simple, direct to the core, and adjusted to the student's level of understanding.

The structure of the information on the poster needs to be arranged systematically, following the order of the material taught. For example, in explaining the ablution procedure or prayer movement, the steps are displayed sequentially with supporting images to clarify each stage. The combination between text and images should be balanced, with images acting as the main illustrations that help reinforce understanding. Designs that are too crowded or filled with text can actually confuse students, so simplicity and regularity are key.

In addition to the visual and language aspects, interactive elements are also an important part of the poster design. The poster can include elements that allow students to participate directly, such as pointing to an image, sticking a sticker, or filling in a specific section as instructed by the teacher. These activities not only increase student engagement, but also help develop their motor and cognitive skills.

The flexibility of using posters is also an important consideration. Well-designed posters not only serve as classroom wall decorations, but can also be utilized in a variety of learning methods, such as story-based learning, simulations, or group discussions. With proper planning, posters can be an effective medium to convey Islamic values to students with disabilities, helping them understand concepts more concretely, as well as increasing motivation and participation in the learning process.

2. Implementation of the Use of Posters as PAI Learning Media for Visually Impaired Children at SLB Negeri Sabang

The implementation of poster development as a learning medium for Islamic Religious Education (PAI) for children with disabilities at SLB Negeri Sabang is carried out in a structured and oriented manner to the special needs of students. The posters are designed with simple, attractive, and easy-to-understand visuals, so that they are able to facilitate the understanding of the concept of Islam in a concrete way. This visual approach is the main strategy in delivering material, considering that students with disabilities need media support that can bridge their cognitive limitations.

The use of posters in the classroom is done by displaying clear images, contrasting colors, and short text that is easy to read. Teachers use posters as the main tool in explaining PAI materials, such as the pillars of faith, the pillars of Islam, ablution procedures, and prayer movements (Observation, 2025). The learning process begins by showing the poster, reading the contents slowly, and then providing a detailed explanation of the meaning of each image. Students are actively involved through drawing activities, discussions, questions and answers, and hands-on practice. This helps

them understand the material while improving their memory of the concepts being taught.

In addition, posters are used flexibly in various subjects. For example, in life skills learning, posters are used to introduce handwashing steps or how to dress neatly (Winingsih et al. 2020). Teachers place posters in strategic locations, such as near sinks or study areas, so that students can see them repeatedly. At SLB Negeri 2 Sabang, a similar strategy is applied, even equipped with interactive posters that allow students to paste pictures or small cards as part of learning activities, for example matching prayers with illustrations of certain situations.

The results of observations show that the use of posters accompanied by hands-on practice has a significant impact on student engagement and understanding (Observation, 2025). For example, a poster of ablution procedures pasted near the sink becomes an effective visual guide when students practice. Teachers also conduct periodic evaluations to assess the effectiveness of the media and adjust it to the characteristics of the students.

The implementation of the use of posters in SLB Negeri 1 and 2 Sabang has proven to be effective in improving the understanding of students with disabilities, especially in PAI learning. Simple poster designs, easy-to-understand language, attractive images, and interactive elements make this media not only a teaching aid, but also a reminder medium that helps students in their daily lives.

a. Effectiveness of Poster and Supervision of PAI Learning Media Development for Visually Impaired Children at SLB Negeri Sabang

The posters used in Islamic Religious Education (PAI) learning for students with disabilities at SLB Negeri Sabang were designed with their special needs in mind. The poster design is made simple, using contrasting colors, clear images, and short, easy-to-understand text. The design process begins with an analysis of student needs by teachers, then a direct trial is carried out in the classroom to see the response and level of student understanding. Periodic evaluations are carried out through questions and answers, observations, and interactive activities, so that the material in the poster can be appropriately adjusted to students' cognitive abilities and learning interests.

Principals, PAI teachers, and classroom teachers at SLB Negeri 1 and SLB Negeri 2 Sabang both emphasized the importance of student involvement in the use and making of posters. They reveal that effective posters are those that are able to attract attention, facilitate understanding, and foster student engagement (Interview, 2025). Some teachers even involve students in the process of making posters, such as drawing or pasting images on the media that has been prepared. This activity makes students feel emotionally connected to the material, thereby improving their memory (Observation,

2025). A gradual approach is also applied, which is to introduce simple concepts before moving on to more complex concepts, to ensure that all students can follow them well.

Supervision of the development and use of posters at SLB Negeri 1 and 2 Sabang is carried out systematically. The principal implements a mechanism of academic supervision and periodic evaluation, ensuring that the media used is appropriate to the cognitive needs of the students. Teachers are required to report the results of the use of posters, both successes and obstacles, through evaluation meetings or teacher discussion forums. In addition, classroom supervision is carried out to directly monitor the effectiveness of the use of posters. Observation of student responses, learning outcomes, and feedback collected from them is the basis for improving the design and strategy of using the media.

From the results of interviews and observations, it can be concluded that the effectiveness of posters is largely determined by the suitability of the design with students' cognitive abilities, the existence of interesting visual elements, and the interactive approach in its use. The supervision process that actively involves principals, teachers, and students ensures that the posters used are not only teaching aids, but also learning tools that truly support the optimal understanding of PAI materials for students with disabilities.

b. Forms of Support During the Poster Creation and Use Process

The school provides significant support to teachers in the process of making and using posters as a learning medium for Islamic Religious Education (PAI) for students with disabilities. This form of support includes the provision of facilities and teaching materials, such as special paper, color markers, printers, graphic design tools, and access to digital resources. In addition, the school also holds training, workshops, and technical guidance that focus on creating visual-based learning media, with materials tailored to the characteristics of students with special needs. Regular academic supervision and mentoring are provided by the principal to ensure that the media used are relevant, effective, and in accordance with the needs of students.

The results of interviews with school principals, PAI teachers, and classroom teachers at SLB Negeri 1 Sabang show that school support is not only limited to providing facilities, but also includes creative mentoring and facilitation of collaboration between teachers (Interview, 2025). Teachers are given the opportunity to design posters according to student characteristics, obtain input from principals and peers, and take advantage of the special time allocated for the development of learning media. This makes teachers more free to innovate and produce interesting and educational posters.

Similar findings were also seen at SLB Negeri 2 Sabang, where the school provided support in the form of a special budget, media planning guidance, and the organization of workshops that presented special education experts. PAI teachers and classroom

teachers at this school stated that they also received encouragement to attend seminars related to inclusion-based visual media design. In fact, direct assistance from the principal and curriculum development team allows teachers to explore more varied visual techniques, so that the resulting posters are truly optimal to increase the involvement and understanding of students with disabilities in PAI learning.

c. Concrete Steps to Design and Implement Posters as PAI Learning Media

The process of designing and implementing posters at SLB Negeri 1 and 2 Sabang is carried out through several structured steps. The stage begins with an analysis of the needs of students with disabilities to determine the appropriate poster design and content. Teachers identify material that students find difficult to understand, then craft visual concepts that are engaging, simple, and memorable, utilizing contrasting colors, vivid images, and short text. After the poster was designed, a trial was conducted in the classroom to see the students' response. From the results of this observation, teachers made revisions to the design or content of the poster to be more effective.

Based on interviews, teachers at SLB Negeri 1 Sabang integrated the posters into active learning methods, such as interactive discussions, demonstrations, and educational games. Posters not only serve as a passive medium, but also as a tool that sparks direct student engagement. The principal also oversees this process through strategic planning, teacher training, and the provision of adequate facilities. Classroom teachers at this school took advantage of the opportunity given to adapt the poster material to the students' daily lives, so that learning became more contextual and meaningful.

At SLB Negeri 2 Sabang, concrete steps taken include the formation of a learning media evaluation team, the placement of posters in strategic areas of the classroom, and the use of posters in reflective activities. Teachers encourage students to observe and re-explain the content of the poster in their own language, which helps reinforce the understanding of PAI concepts. In addition, student involvement in the poster making process is an important part of the learning strategy. Students are given the opportunity to draw, paste images, or add other visual elements to posters, which at the same time train their fine motor skills.

The findings in the two schools show that the design and implementation of posters as PAI learning media are carried out systematically, starting from the stages of needs analysis, design, trial, revision, to integration in active learning. This approach not only increases the effectiveness of material delivery, but also builds students' emotional involvement in the learning process, so that learning becomes more interactive, creative, and in accordance with the characteristics of children with disabilities.

3. Evaluation of Poster Development as PAI Learning Media for Visually Impaired Children at SLB Negeri Sabang

The evaluation of poster development as a PAI learning medium for visually impaired children at SLB Negeri Sabang was carried out systematically through direct observation in the classroom, formative assessments, and feedback from teachers, students, and parents. This process aims to assess the extent to which posters can help students understand and remember the subject matter. The effectiveness of posters is measured based on the level of student involvement in learning, their ability to answer questions, and their skills in practicing the material delivered through the visual media.

At SLB Negeri 1 Sabang, the evaluation was carried out by collecting data from the results of teachers' observations during the learning process, followed by routine discussions with the teaching team. Teachers use question and answer methods, simple quizzes, and group discussions to measure students' understanding of the material contained in the poster. The results of these observations were supplemented by diaries in the class journal, which recorded the development of students' interests, participation, and memory over time.

Meanwhile, at SLB Negeri 2 Sabang, the evaluation was carried out collaboratively by involving teachers, students, and parents. Teachers submitted reports on the effectiveness of using posters, while students were given the opportunity to express their opinions on the ease of understanding the material. Parents are also invited to discuss whether there is a change in students' religious understanding or behavior at home after the use of this media. In addition, teachers also assess the effectiveness of posters through practical activities, such as asking students to practice worship procedures that have been learned from the posters.

From the two schools, the evaluation also includes a review of the visual aspects and readability of the posters. Font size, image clarity, and color combinations are observed to ensure that information can be easily understood by students with disabilities. If there are obstacles in understanding or interest, revisions are made to the design and content of the poster. With this thorough evaluation, learning media can continue to be refined so that it can have a sustainable positive impact on the PAI learning process at SLB Negeri Sabang.

a. Success Indicators in Assessing the Effectiveness of Posters as PAI Learning Media

Success indicators in assessing the effectiveness of posters as PAI learning media in SLB Negeri 1 and 2 Sabang include students' understanding of the material, active involvement in learning, and the ability to remember and apply the concepts taught (Documentation, 2025). Teachers assess this success through a variety of methods, such as questions and answers, repetition of material, simple quizzes, and observation of

changes in student behavior. Positive responses from students, such as increased interest in learning and ease of understanding the material, are also important considerations.

The results of the interviews showed that at SLB Negeri 1 Sabang, the main indicators used included students' understanding, their involvement in learning activities, and the sustainability of the use of posters in the classroom (Interview, 2025). PAI teachers revealed that if students are able to explain the content of the poster well, then the media is considered effective. At SLB Negeri 2 Sabang, effectiveness is also measured through long-term impacts, such as the extent to which students still remember and apply the material, such as prayer or ablution procedures. In addition, changes in attitudes and more positive behaviors after learning are one of the indicators of success observed, even involving parents' opinions to see students' progress at home.

Indicators of the success of posters as PAI learning media in the two schools were assessed through a combination of formative assessments, observations, student reflections, and feedback from teachers and parents. This evaluation ensures that posters are not only effective in conveying material, but also have a positive impact on the behavior and application of Islamic values in the daily lives of students with disabilities.

b. Evaluation of the Suitability of Posters to the Needs of Disabled Students

The evaluation of the suitability of the poster with the needs of students with disabilities was carried out thoroughly, involving observations in the classroom, feedback from teachers, and input from parents. The assessment is focused on the ease of understanding the content of the poster, the level of student involvement, and the extent to which the poster helps students remember and practice the PAI material. The trial was carried out by involving students in interactive activities, such as discussions, questions and answers, and identifying elements on the poster.

At SLB Negeri 1 Sabang, teachers are asked to conduct evaluations based on individual student needs. One way is to measure student understanding through simple questions after learning. If students have trouble understanding the content of the poster, the design or content is simplified to make it more accessible. Meanwhile, at SLB Negeri 2 Sabang, the evaluation was expanded by involving parents to find out if their children could remember or apply the material at home.

In addition to verbal methods, non-verbal assessments are also used, such as observing students' facial expressions when looking at posters and asking them to point or identify specific images. If many students seem confused or difficult, the poster design is revised. Through this evaluation, the posters can continue to be adjusted so that they truly meet the learning needs of students with disabilities and support the PAI learning process optimally.

c. Evaluation Methods Used to Assess the Effectiveness of Posters in PAI Learning

The evaluation method applied in assessing the effectiveness of posters as PAI learning media in SLB Negeri 1 and 2 Sabang was carried out comprehensively by combining direct observation, interviews, and analysis of student learning outcomes. Observations were used to observe students' responses to posters, including their level of attention, engagement, and understanding of the material presented. Interviews and discussions are a means to obtain feedback from students and teachers regarding the clarity, attractiveness, and ease of understanding of the content of the poster. In addition, evaluation is also carried out through simple tests or questions and answers to measure the extent to which students are able to remember and reinterpret the material presented.

At SLB Negeri 1 Sabang, the principal emphasized the importance of a combination of formative and summative evaluation to measure the extent to which posters can improve students' understanding of PAI concepts (Documentation, 2025). PAI teachers added that observational assessment is one of the main methods, where teachers observe students' verbal and non-verbal responses during the learning process. Simple questions and answers after learning were also used to measure students' memory and level of understanding of the content of the poster.

Meanwhile, at SLB Negeri 2 Sabang, the evaluation method was expanded by involving teacher reflection. Teachers are asked to record the effectiveness of the use of posters during the teaching process and convey them in periodic discussions to determine whether the posters need to be repaired or replaced. PAI teachers at this school also use a simple project-based evaluation method. For example, after learning the Prophet's exemplary story through posters, students are asked to create a short story or draw an illustration that reflects their understanding. The students' work is then analyzed to see the level of mastery of the material.

D. Conclusion

This study shows that the development of posters as a learning medium for Islamic Religious Education (PAI) for students with disabilities in SLB Negeri 1 and 2 Sabang has been proven to be effective in increasing student understanding, engagement, and learning motivation. The planning stage is carried out through curriculum analysis, selection of relevant materials, and design of visuals that are simple, clear, and attractive. School support plays an important role through the provision of facilities, budget allocation, teacher training, and internal and external collaboration in media development.

The implementation of learning using posters is carried out interactively, utilizing a combination of short text, easy-to-understand images, and contrasting colors. Posters

are used not only as a medium for delivering material, but also as a visual reminder tool that can be accessed at any time, as well as as an alternative communication medium for students with verbal barriers.

Effectiveness evaluations showed that posters were able to simplify abstract concepts into concrete visual forms, improve memory through repeated exposures, and facilitate more contextual learning. Success indicators include increased understanding of the material, active participation of students, the ability to remember and apply religious concepts, and positive behavioral changes observed at school and at home.

Thus, the development of posters as a PAI learning medium is recommended to be implemented continuously in extraordinary schools. Efforts to improve the design and content of posters need to be made periodically through participatory evaluation, so that this media remains relevant to the needs and characteristics of students with disabilities, as well as supporting the creation of an inclusive, interesting, and meaningful learning process.

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