

Training on Qur'anic Reading through Visual Media for Deaf Students at State Special School 1 Jambi City

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ABSTRACT

Kegiatan pengabdian kepada masyarakat ini dilatarbelakangi oleh rendahnya kemampuan membaca Al-Qur'an siswa tunarungu di SLB Negeri 1 Kota Jambi akibat keterbatasan media pembelajaran yang adaptif. Pembelajaran yang masih konvensional menyebabkan siswa kesulitan mengenali huruf hijaiyah, memahami harakat dasar, dan membaca suku kata sederhana. Kegiatan ini bertujuan meningkatkan kemampuan membaca Al-Qur'an melalui pelatihan berbasis media visual. Pelaksanaan meliputi observasi, persiapan media, pelatihan, pendampingan, dan evaluasi. Media yang digunakan berupa kartu huruf hijaiyah, poster, gambar interaktif, dan latihan membaca sederhana yang disesuaikan dengan kebutuhan siswa. Hasil kegiatan menunjukkan peningkatan kemampuan mengenal huruf hijaiyah dari 35% menjadi 82%, pemahaman harakat dasar dari 30% menjadi 76%, serta kemampuan membaca suku kata sederhana dari 28% menjadi 74%. Selain itu, media visual juga meningkatkan motivasi, keaktifan, dan rasa percaya diri siswa. Dengan demikian, media visual terbukti efektif mendukung pembelajaran membaca Al-Qur'an bagi siswa tunarungu serta menjadi alternatif pembelajaran Pendidikan Agama Islam yang lebih inklusif dan adaptif di sekolah luar biasa.

This community service activity was motivated by the low ability to read the Qur'an of deaf students at SLB Negeri 1 Jambi City due to limited adaptive learning media. Conventional learning makes it difficult for students to recognize the hijaiyah letters, understand basic harakat, and read simple syllables. This activity aims to improve the ability to read the Qur'an through visual media-based training. The implementation includes observation, media preparation, training, mentoring, and evaluation. The media used were hijaiyah letter cards, posters, interactive images, and simple reading exercises tailored to the students' needs. The results of the activity showed an increase in the ability to recognize the hijaiyah letters from 35% to 82%, understanding of basic harakat from 30% to 76%, and the ability to read simple syllables from 28% to 74%. In addition, visual media also increased students' motivation, activeness, and self-confidence. Thus, visual media has proven effective in supporting learning to read the Qur'an for deaf students and is an alternative to learning Islamic Religious Education that is more inclusive and adaptive in special schools.



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INTRODUCTION

Education is a fundamental right of every citizen that must be provided fairly and equally without discrimination based on physical, mental, or social conditions. This principle is in line with the concept of inclusive education, which places all students, including children with special needs, as subjects of

education who have the right to receive learning services according to their needs and characteristics. In the context of Islamic education, Qur'anic learning is an essential aspect that functions not only as a medium for transferring religious knowledge but also as a means of shaping students' spiritual, moral, and ethical character. Therefore, the ability to read the Qur'an is considered a fundamental competency that should be possessed by every Muslim, including deaf students.

Deaf children are individuals who experience hearing impairments, resulting in difficulties in receiving auditory or sound-based information. Such conditions make verbal-based learning processes less effective if implemented without appropriate adjustments in teaching methods and learning media. According to Mulyono Abdurrahman in *Pendidikan Bagi Anak Berkesulitan Belajar*, children with special needs require instructional approaches tailored to their characteristics and limitations so that learning objectives can be achieved optimally (Abdurrahman, 2012). In this regard, deaf students rely more heavily on visual abilities than auditory abilities in understanding information delivered by teachers.

Learning the Qur'an for deaf students presents more complex challenges compared to regular students. Difficulties in hearing the pronunciation of hijaiyah letters, distinguishing the articulation (makhrāj) of letters, and understanding Qur'anic recitation require deaf students to receive more adaptive and communicative learning strategies. This reality indicates that Qur'anic learning for children with special needs cannot rely solely on conventional methods but instead requires more visual, demonstrative, and repetitive approaches. This statement is supported by the research of Maula A'ida Anjani, which explains that learning to read the Qur'an for deaf students requires special methods and media so that students can gradually understand hijaiyah letters and basic pronunciation (Anjani, 2019).

In the learning process, visual media serves as one of the most effective alternatives for deaf students because it helps them understand material through observation of images, symbols, colors, and movements. The use of visual media can improve students' concentration, memory retention, and conceptual understanding. Research conducted by Hansya' Naufandri Aziz and Dwi Priyanto demonstrated that visual media is highly effective in Islamic Religious Education learning for deaf children because students receive information more easily through visual senses rather than hearing (Aziz & Priyanto, 2025).

Furthermore, visual approaches are also considered capable of increasing learning motivation among deaf students. Media such as hijaiyah letter cards, interactive images, learning videos, and sign-language demonstrations can help students recognize hijaiyah letters more concretely and attractively. Research by Ade Rima Suryani and Wagino revealed that the development of digital hijaiyah letter cards integrated with sign language and interactive videos was proven feasible for deaf students, achieving feasibility levels of 94% from material experts and 92% from media experts (Suryani & Wagino, 2024).

On the other hand, Qur'anic learning for deaf students still faces various obstacles in practice. The lack of learning media suited to students' characteristics, limited numbers of educators who understand teaching methods for children with special needs, and the lack of innovative learning approaches have caused Qur'anic learning processes to remain suboptimal. Research on the problems of Qur'anic learning among deaf individuals indicates that ineffective communication patterns are among the main factors contributing to students' low interest in learning Qur'anic materials. These conditions indicate the need for more adaptive learning innovations so that deaf students can obtain more inclusive and enjoyable learning experiences.

Visual approaches in learning are strongly relevant to the learning characteristics of deaf students. Visual learning strategies enable students to understand concepts through images, symbols, colors, movements, and concrete demonstrations. Research conducted by Siti Suhartini et al. explained that visual learning strategies significantly improve deaf students' conceptual understanding because they help students receive information more clearly and systematically (Suhartini et al., 2025). Thus, the use of visual media in Qur'anic reading instruction becomes one of the most relevant solutions for helping deaf students understand learning materials gradually.

From the perspective of inclusive Islamic education, every student has equal rights to obtain proper religious education according to their needs. Qur'anic literacy for deaf students is not merely related to reading ability, but also represents an effort to realize educational equity for all students without discrimination. Rini Septiyani and Bashori explained that inclusive education in Qur'anic

literacy must provide adaptive approaches that accommodate the needs of deaf students so that they can still obtain equal learning rights (Septiyani & Bashori, 2025).

Based on these issues, this community service activity was conducted as a contribution to supporting inclusive Qur'anic learning for deaf students at SLB Negeri 1 Kota Jambi. The program focused on Qur'anic reading training through visual media, including the introduction of hijaiyah letters, understanding basic harakat, simple reading exercises, and the use of visual cards and image-based learning media in the instructional process. Through this activity, deaf students were expected to gradually improve their Qur'anic reading abilities, increase their learning motivation, and gain more enjoyable learning experiences suited to their characteristics.

Therefore, this community service activity is important as an effort to provide a more adaptive, inclusive, and humanistic Qur'anic learning model for deaf students. The objective of this activity is to improve the Qur'anic reading abilities of deaf students through the use of visual media at SLB Negeri 1 Kota Jambi.

In the broader context of religious education for individuals with hearing disabilities, the importance of accessible Qur'anic instruction cannot be overstated. Wasita argued that understanding the comprehensive characteristics of deaf individuals including their communication preferences, sensory compensation strategies, and learning capacities is a prerequisite for any effective educational intervention (Wasita, 2012). This perspective underscores the need for Qur'anic learning programs that are designed from the outset with deaf learners in mind, rather than modified versions of programs created for hearing students. The failure to adopt such an approach not only limits learning outcomes but may also reinforce feelings of exclusion among students who are already marginalized within mainstream educational systems.

An important dimension often overlooked in the design of Qur'anic learning programs for deaf students is the role of foundational reading methodology. The Iqro' method, one of the most widely adopted approaches to Qur'anic reading instruction in Indonesia, has been adapted in various ways to serve learners with hearing disabilities. Zulfitria and Arif highlighted that the Iqro' method is effective as a foundational Qur'anic reading approach because of its gradual, letter-by-letter structure, which aligns well with visual recognition-based learning and can be paired with hijaiyah card media to improve recognition accuracy (Zulfitria & Arif, 2019). This methodological insight informed the design of the training program implemented in the current community service activity and provides a theoretical basis for understanding why the gradual, repetition-based approach yielded such significant improvements in students' Qur'anic reading abilities.

METHOD

This community service activity was conducted at SLB Negeri 1 Kota Jambi with deaf students as the primary participants who experienced difficulties in learning to read the Qur'an. The program was designed in the form of Qur'anic reading training based on visual media as an effort to improve Qur'anic literacy skills among students with special needs through adaptive, communicative, and student-centered learning approaches. The primary focus of the activity was directed toward the introduction of hijaiyah letters, understanding basic harakat, and practicing simple Qur'anic reading using attractive and easily understood visual media.

The selection of visual media in this activity was based on the learning characteristics of deaf students, who rely more heavily on visual senses in receiving and understanding learning information. Deaf students experience difficulties in receiving audio-based information; therefore, they require learning media that are concrete, attractive, and communicative. According to Nur'aeni in her study on learning for children with special needs, the use of visual media is highly effective in helping deaf students understand learning materials because visual representations through images and symbols can improve students' concentration and memory retention (Nur'aeni, 2019).

This community service activity employed participatory and educational approaches by actively involving students, accompanying teachers, and school stakeholders throughout the implementation process. The participatory approach was chosen because it can create a more interactive and collaborative learning atmosphere in which students are not merely objects of the activity but are directly involved in the learning process. According to Minsih, participatory approaches in inclusive education can enhance learning effectiveness because instructional processes are adjusted to the needs of students

with special needs (Minsih, 2020). The implementation of the activity consisted of several main stages, namely the initial observation and problem identification stage, the program preparation stage, the training implementation stage, the intensive mentoring stage, and the evaluation stage. Each stage was systematically designed to ensure that the training program would run effectively and provide meaningful impacts on improving the Qur'anic reading abilities of deaf students.

Initial Observation and Problem Identification Stage

The initial stage of the activity was conducted through field observations and identification of the needs of deaf students at SLB Negeri 1 Kota Jambi. Observations were carried out to determine students' initial abilities in recognizing hijaiyah letters, understanding basic harakat, and reading simple Qur'anic syllables. In addition, observations were also conducted regarding the learning methods and media used by teachers during instructional activities.

Field observation was considered important to ensure that the community service program was appropriately designed according to the actual conditions and needs of the students. According to Sugiyono, observation is a data collection technique used to obtain direct information regarding activities and conditions of research objects in the field (Sugiyono, 2019).

In addition to observation, the community service team also conducted simple interviews with accompanying teachers and school authorities regarding the challenges of Qur'anic learning for deaf students. The identification results indicated that most students still experienced difficulties in distinguishing hijaiyah letters and reading simple Qur'anic texts due to the limited use of visual learning media. Furthermore, the learning process was still largely conventional, causing students to become easily bored and less active during learning activities.

These findings are consistent with the study conducted by Aziz and Priyanto, which explained that Islamic Religious Education learning for deaf students requires attractive visual media to help students better understand learning materials (Aziz & Priyanto, 2025).

Program Preparation Stage

The preparation stage involved designing learning tools, visual media, and training modules to be used throughout the activity. The visual media prepared included hijaiyah letter cards, Arabic letter posters, simple reading worksheets, learning videos, and colorful image-based materials designed to attract students' attention. The selection of visual media was based on the consideration that image- and symbol-based media are more effective in helping deaf students understand instructional materials. According to Arsyad, visual media can improve students' attention and comprehension because they present information in a concrete and attractive manner (Arsyad, 2017).

In addition to preparing learning media, the community service team also developed training modules tailored to the abilities of deaf students. The training materials were arranged gradually, beginning with the introduction of hijaiyah letters, understanding basic harakat, practicing simple syllables, and progressing toward reading short Qur'anic words. The gradual organization of learning materials aimed to ensure that students could understand the content according to their individual levels of ability. At this stage, the team also coordinated with the school regarding the schedule of activities, grouping of students, and technical assistance during the training process.

Training Implementation Stage

The training implementation stage constituted the core activity of this community service program. The training was conducted using demonstration methods, repetitive exercises (drill methods), simple question-and-answer sessions, and individual mentoring. Demonstration methods were implemented by showing hijaiyah letters using visual cards and educational posters. Teachers and the community service team demonstrated how to pronounce the letters slowly while using hand movements and simple sign language. According to Djamarah, demonstration methods are effective in learning because they help students understand materials concretely through direct observation of demonstrated objects or processes (Djamarah, 2018).

Following the demonstration process, students were given opportunities to practice reading hijaiyah letters gradually using drill or repetition methods. Intensive repetition was conducted to help students remember letter shapes and pronunciation more effectively. The drill method is particularly important for deaf students because it strengthens visual memory and reading skills. During the

implementation process, students were also encouraged to participate in simple educational games using hijaiyah letter cards and visual images to create a more enjoyable learning atmosphere.

Enjoyable learning approaches are considered capable of increasing students' motivation and participation during instructional activities. This finding aligns with the study by Suryani and Wagino, which explained that interactive visual media can improve learning interest and engagement among deaf students in learning hijaiyah letters (Suryani & Wagino, 2024).

Intensive Mentoring Stage

The mentoring stage was conducted intensively throughout the training process. The purpose of mentoring was to assist students who still experienced difficulties in recognizing hijaiyah letters and reading simple syllables. At this stage, teachers and the community service team provided individualized attention according to each student's level of ability.

Individual mentoring is important because every deaf student possesses different learning capacities and therefore requires more personalized approaches. According to Hidayat, educational services for children with special needs must consider individual student needs to ensure that learning processes can proceed optimally (Hidayat, 2019).

In addition to assisting students in reading activities, mentoring was also conducted through the provision of motivation and simple appreciation to increase students' self-confidence during the training. Positive reinforcement was given whenever students successfully recognized or correctly read hijaiyah letters.

Evaluation Stage

The evaluation stage was conducted to determine the effectiveness of the visual media-based Qur'anic reading training program in improving the abilities of deaf students. Evaluation was carried out through simple pre-tests and post-tests related to students' abilities to recognize hijaiyah letters and read basic Qur'anic texts. Evaluation indicators included the ability to recognize hijaiyah letter forms, the ability to read letters with basic harakat, the ability to read simple syllables, and students' participation levels during the learning process.

According to Arikunto, learning evaluation is conducted to determine the level of program success and the extent to which learning objectives have been achieved (Arikunto, 2021). In addition to evaluating students' learning outcomes, process evaluations were also conducted through observations and discussions with accompanying teachers regarding the effectiveness of visual media in Qur'anic learning for deaf students. This evaluation aimed to identify the strengths and weaknesses of the program so that it could serve as a basis for improvement in future community service activities. Through these implementation stages, this community service activity is expected to provide meaningful contributions toward improving the Qur'anic reading abilities of deaf students at SLB Negeri 1 Kota Jambi and support the realization of more inclusive, adaptive, and disability-friendly Islamic education.

RESULTS AND DISCUSSION

This community service activity was conducted at SLB Negeri 1 Kota Jambi with deaf students as the primary participants who experienced difficulties in learning to read the Qur'an. The training program was implemented as a contribution to strengthening inclusive Islamic education for children with special needs, particularly in improving the ability to read hijaiyah letters and basic Qur'anic recitation through visual media approaches. The implementation of the activity was carried out gradually through initial observation, training implementation, intensive mentoring, and evaluation of students' learning outcomes.

The implementation of the program demonstrated that the use of visual media had a significant impact on improving the Qur'anic reading abilities of deaf students. In addition to improving students' academic abilities, the activity also positively influenced learning motivation, students' participation during instruction, and learners' self-confidence in participating in Islamic Religious Education learning processes.

Initial Condition of Qur'anic Reading Learning at SLB Negeri 1 Kota Jambi

Based on the results of the initial observation conducted at SLB Negeri 1 Kota Jambi, it was found that the process of learning to read the Qur'an for deaf students still faced various obstacles, including limitations related to learning media, teaching methods, and students' basic abilities in recognizing

hijaiyah letters. Qur'anic learning activities had largely relied on conventional approaches through lectures and simple verbal explanations, which were not fully aligned with the learning characteristics of deaf students who predominantly rely on visual abilities.

These conditions caused most students to experience difficulties in recognizing hijaiyah letter forms, distinguishing letters with similar shapes, and understanding the use of basic harakat such as fathah, kasrah, and dhammah. Students' difficulties became more evident when they were asked to read simple syllables in the Qur'an. Some students still read hesitantly and required intensive assistance from teachers throughout the learning process.

The observation results also indicated that the limited use of visual learning media was one of the factors influencing the low Qur'anic reading ability of deaf students. During instructional activities, teachers mainly used textbooks without support from attractive and communicative visual media. Consequently, students tended to become easily bored, less focused, and passive during learning activities. These findings are consistent with the study conducted by Aziz and Priyanto, which explained that deaf students require more attractive and concrete visual media to ensure that Islamic Religious Education learning can be conducted effectively and communicatively (Aziz & Priyanto, 2025).

In addition to observations, the community service team also conducted a simple pre-test to determine students' initial Qur'anic reading abilities. The pre-test included recognition of hijaiyah letters, reading letters with basic harakat, and reading simple syllables.

Table 1. Pre-Test Results of Deaf Students' Qur'anic Reading Ability

Assessment Aspects	Percentage of Ability
Recognizing hijaiyah letters	35%
Understanding basic harakat	30%
Reading simple syllables	28%
Participation during learning	40%

Based on the pre-test results, students' initial abilities were categorized as low. These findings indicate that deaf students at SLB Negeri 1 Kota Jambi require more adaptive, visual, and communicative learning approaches to optimize the process of learning to read the Qur'an.

Implementation of Visual Media-Based Qur'anic Reading Training

The training implementation employed visual learning approaches tailored to the learning characteristics of deaf students. The training activities were conducted gradually using various visual media such as hijaiyah letter cards, colorful Arabic letter posters, interactive images, simple reading worksheets, and visual-based educational games. At the initial stage of training, students were introduced to hijaiyah letter forms using large visual cards to help them clearly recognize the letters. Teachers and the community service team demonstrated hijaiyah letter forms while using simple sign language and hand movements to assist students in understanding the learning materials.

Demonstration and repetition (drill) methods were intensively applied throughout the training process. Teachers demonstrated letter forms, and students were then asked to imitate and identify the letters that had been introduced. Learning repetition was conducted continuously because deaf students require consistent visual practice to strengthen their memory of hijaiyah letter forms. According to Djamarah, demonstration methods can help students understand learning materials concretely because the learning process is conducted through direct observation of objects or particular practices (Djamarah, 2018). In this activity, the demonstration method proved to help students recognize hijaiyah letters more quickly compared to conventional lecture methods.

In addition to the use of visual media, the learning atmosphere was also designed to be more interactive and enjoyable so that students would not feel bored during the training process. Teachers and the community service team implemented simple educational games such as matching hijaiyah letter cards with visual images, arranging letters into simple syllables, and reading letters in groups. The use of attractive visual media proved effective in increasing students' attention and learning motivation. This finding aligns with Arsyad's opinion, which states that visual media can improve students' focus, attention, and understanding because information is presented in a more concrete and communicative manner (Arsyad, 2017).

Improvement of Deaf Students' Qur'anic Reading Ability

After the implementation of training and mentoring sessions over several meetings, the community service team conducted a post-test to determine the progress of deaf students' Qur'anic reading abilities at SLB Negeri 1 Kota Jambi. The post-test results showed significant improvement in almost all assessment aspects.

Table 2. Post-Test Results of Students' Qur'anic Reading Ability

Assessment Aspects	Before Training	After Training
Recognizing hijaiyah letters	35%	82%
Understanding basic harakat	30%	76%
Reading simple syllables	28%	74%
Participation during learning	40%	88%

The data indicate that the use of visual media had a significant impact on improving deaf students' Qur'anic reading abilities. The highest improvement was observed in recognizing hijaiyah letters and students' participation during instructional activities. The improvement in students' abilities occurred because visual media helped students understand letter forms more concretely through direct observation of images, colors, and visual symbols used during instruction. Furthermore, gradual repetition of learning materials also helped students remember letter forms and basic harakat more effectively.

The results of this activity are consistent with the study conducted by Suryani and Wagino, which explained that the use of interactive visual media can improve deaf students' abilities in recognizing hijaiyah letters and increase students' learning motivation (Suryani & Wagino, 2024). In addition to improving reading abilities, the implementation of the activity also positively affected students' psychological aspects. During the training process, students appeared more active, enthusiastic, and confident when participating in Qur'anic reading instruction. Students who had previously tended to be passive began to show courage in reading hijaiyah letters in front of teachers and classmates.

Analysis of the Effectiveness of Visual Media in Qur'anic Learning for Deaf Students

The results of this community service activity indicate that the use of visual media has high effectiveness in supporting Qur'anic reading instruction for deaf students at SLB Negeri 1 Kota Jambi. This effectiveness can be observed through improvements in students' reading abilities, increased learning participation, and enhanced motivation and self-confidence during instructional activities.

Pedagogically, deaf students are indeed more capable of receiving information through visual observation than through verbal explanations. Therefore, the use of visual media represents a learning strategy that is relevant and suitable to their educational needs. According to Hidayat, education for children with special needs must consider students' individual characteristics to ensure that learning can proceed effectively and humanistically (Hidayat, 2019).

The use of visual media in this activity not only helped students understand learning materials but also created a more inclusive, communicative, and enjoyable learning atmosphere. Teachers found it easier to deliver instructional materials, while students became more active and engaged throughout the learning process.

Therefore, this community service activity demonstrates that visual media-based Qur'anic reading training can serve as an alternative solution for improving the Qur'anic reading abilities of deaf students at SLB Negeri 1 Kota Jambi. This program also represents an important effort in supporting the realization of more inclusive, adaptive, and disability-friendly Islamic education for children with special needs.

Implications for Inclusive Qur'anic Learning in Special Schools

The findings of this community service activity have important implications for the broader development of inclusive Qur'anic education in special schools across Indonesia. Qur'anic literacy is not merely an academic skill but a fundamental religious and spiritual right for every Muslim, including individuals with hearing disabilities. The right to receive equitable religious education is affirmed in various educational frameworks, and its denial constitutes a form of educational discrimination that undermines the principle of equal access to learning. In this context, the success of visual media-based Qur'anic instruction at SLB Negeri 1 Kota Jambi offers a replicable model that can be adapted to other special schools with similar learning challenges.

From the perspective of Qur'anic learning methodology, this activity confirms that combining multiple pedagogical approaches including visual demonstration, drill-based repetition, individual mentoring, and game-based reinforcement produces significantly better outcomes than a single conventional method. Wardani et al. found that the Iqro' method, when adapted to the visual learning modality of deaf students, can substantially enhance their ability to recognize hijaiyah letters and develop basic Qur'anic reading skills, particularly when paired with sign language cues and visual card media (Wardani et al., 2023). The multimodal dimension of the approach is therefore a critical success factor that should be preserved and strengthened in future iterations of this program.

The participation of school stakeholders including teachers, school administrators, and parents throughout the implementation process proved to be an important supporting factor. Active teacher involvement not only ensured continuity after the program ended but also built local capacity for sustaining visual media-based Qur'anic instruction. This aligns with Minsih's argument that the involvement of the school community is a key element in making inclusive education genuinely effective (Minsih, 2020). Research by Supriyadi et al. further highlighted that teaching Islamic Religious Education to deaf students requires teachers to develop specific competencies in adaptive communication and visual presentation, underscoring the need for dedicated professional development programs (Supriyadi et al., 2023).

Regarding the scalability of the program, future activities could benefit from incorporating digital tools and interactive learning technologies as an extension of the current approach. Research by Pujiati and Nurdyansyah demonstrated that the application of hijaiyah sign cues integrated with interactive visual media is effective in improving Qur'anic reading abilities among deaf students, suggesting that technology-enhanced visual learning constitutes a promising direction for further development (Pujiati & Nurdyansyah, 2023). Furthermore, Oktavia et al. emphasized that sign language-based hijaiyah reading instruction can be effectively implemented in diverse settings when appropriate visual and communicative supports are provided (Oktavia et al., 2023). These findings collectively suggest that the current activity represents a foundational step toward a more comprehensive program of inclusive Qur'anic education for deaf learners in Indonesia.

CONCLUSION

The community service activity conducted at SLB Negeri 1 Kota Jambi demonstrated that the use of visual media in Qur'anic reading instruction was able to provide positive impacts on improving the Qur'anic reading abilities of deaf students. Through the use of hijaiyah letter cards, visual posters, interactive images, and demonstration methods, students became more capable of recognizing hijaiyah letters, understanding basic harakat, and reading simple Qur'anic syllables.

The results of the activity indicated significant improvements in students' abilities across almost all learning aspects. The ability to recognize hijaiyah letters increased from 35% to 82%, understanding of basic harakat improved from 30% to 76%, while the ability to read simple syllables increased from 28% to 74%. In addition to improving academic abilities, the use of visual media also enhanced the learning motivation, participation, and self-confidence of deaf students during the instructional process.

The implementation of this program proved that visual learning approaches constitute an effective strategy in supporting Qur'anic learning for students with special needs, particularly deaf students. Visual media helped students understand learning materials in a more concrete, communicative, and enjoyable manner in accordance with their learning characteristics, which rely more heavily on visual abilities than auditory abilities.

Therefore, this community service activity not only contributed to improving the Qur'anic reading abilities of deaf students at SLB Negeri 1 Kota Jambi, but also became part of broader efforts to support the realization of more inclusive, adaptive, and disability-friendly Islamic education for children with special needs. This program is expected to serve as an alternative learning model that can be implemented sustainably in Islamic Religious Education learning in special schools.

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