

PERANCANGAN PRODUK PLAYING CARDS OF TRUTH OR DARE UNTUK TUNAGRAHITA BERBASIS ARDUINO DENGAN RFID TRANSCIEVER DAN TRANSPONDER MENGGUNAKAN METODE VDI 2221 PADA SLB NEGERI 1 YOGYAKARTA

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Abstrak

Penelitian ini membahas perancangan media belajar *Playing Card of Truth or Dare*, untuk penyandang disabilitas, khususnya siswa tunagrahita di SLB Negeri 1 Yogyakarta. Keterbatasan aksesibilitas pada produk *truth or dare* konvensional disebabkan oleh desain *playing cards* yang tidak mendukung kebutuhan penyandang disabilitas. Melalui metode VDI 2221, penelitian ini bertujuan menciptakan alat yang efektif dalam memfasilitasi kegiatan pembelajaran pada pelajaran Pendidikan Agama Islam dan Budi Pekerti. Alat inovatif ini diharapkan dapat merangsang komunikasi, membangun hubungan yang lebih mendalam, dan meningkatkan kreativitas siswa tunagrahita. Proses perancangan melibatkan empat tahapan, yaitu *Clarifying the Task*, *Conceptual Design*, *Embodiment Design*, dan *Detail Design*. Hasilnya, *Playing Card of Truth or Dare* berhasil menarik minat siswa tunagrahita dengan antusiasme tinggi dalam menjawab pertanyaan terkait materi Pendidikan Agama Islam (PAI). Alat ini diharapkan dapat berfungsi sesuai yang diinginkan dan memberikan kontribusi positif pada pengalaman belajar anak berkebutuhan khusus. Dapat disimpulkan bahwa, penggunaan alat ini sebagai media belajar bagi penyandang tunagrahita sangat membantu guru dalam pendekatan saat proses belajar mengajar mereka.

Kata Kunci: *Media Belajar, Pendidikan Agama Islam (PAI), Tunagrahita, Truth or Dare*

PRODUCT DESIGN OF PLAYING CARDS OF TRUTH OR DARE FOR MENTAL DISABILITIES BASED ON ARDUINO WITH RFID TRANSCEIVER AND TRANSPONDER USING VDI 2221 METHOD AT SLB NEGERI 1 YOGYAKARTA

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Abstract

This research discusses the design of Playing Card of Truth or Dare learning media, for people with disabilities, especially mentally retarded students at SLB Negeri 1 Yogyakarta. Accessibility limitations in conventional truth or dare products are caused by playing card designs that do not support the needs of people with disabilities. Through the VDI 2221 method, this research aims to create an effective tool in facilitating learning activities in Islamic Religious Education and Character lessons. This innovative tool is expected to stimulate communication, build deeper relationships, and increase the creativity of students with intellectual disabilities. The design process involves four stages, namely Clarifying the Task, Conceptual Design, Embodiment Design, and Detail Design. As a result, Playing Card of Truth or Dare succeeded in attracting the interest of mentally retarded students with high enthusiasm in answering questions related to Islamic Religious Education (PAI) material. It is hoped that this tool can function as desired and make a positive contribution to the learning experience of children with special needs. It can be concluded that the use of this tool as a learning medium for people with intellectual disabilities really helps teachers in their approach to the teaching and learning process.

Keywords: Learning Media, Islamic Religious Education (PAI), Mental retardation, Truth or Dare

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