

IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) APPROACH FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) CHILDREN AT RAUDHATUL ATHFAL ALAM YA BUNAYYA BUNGO

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Abstract

The need for adaptive educational services for children with Attention Deficit Hyperactivity Disorder (ADHD) in Islamic-based raudhatul athfal units, because the characteristics of inattention, hyperactivity, and impulsivity often cause obstacles to participating in classical learning optimally. This study aims to analyze the implementation of the Individualized Education Program (IEP) approach for ADHD children in RA Alam Ya Bunayya Bungo, especially in the aspects of planning, implementation, and evaluation of individual learning programs. The research uses a descriptive qualitative approach with data collection techniques through observation, in-depth interviews, and documentation, while data analysis is carried out with the Miles and Huberman model through data reduction, data presentation, and drawing conclusions. The results of the study show that IEP planning is prepared based on an assessment of the child's individual needs; the implementation of the IEP is implemented through flexible learning strategies, short instruction, concrete media, gradual division of tasks, and positive reinforcement, while evaluation is carried out on an ongoing basis through progress records, class observations, and parental feedback. The conclusion of this study confirms that the implementation of IEP contributes to the learning development, behavioral regulation, and social adaptation of ADHD children, while representing Islamic educational services that are inclusive, humanist, collaborative, and oriented to the holistic development of students.

Keywords: ADHD, Evaluation, IEP Implementation, Inclusive Education



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INTRODUCTION

Inclusive education places every child as a subject who has the right to receive learning services that are equal, meaningful, and in accordance with their developmental characteristics. Within this framework, children with Attention Deficit Hyperactivity Disorder require pedagogical support that not only accepts their presence in the classroom, but also adapts learning goals, strategies, and evaluations to their individual needs. ADHD is characterized by difficulty concentrating attention, hyperactivity, and impulsivity that have a direct impact on children's learning readiness, behavioral stability, and social participation in the educational environment (Kara et al., 2025). Therefore, a uniform approach to learning is often inadequate to help children achieve optimal development. The need for planned, flexible, and assessment-based interventions makes the Individualized Education Program an important approach in inclusive education services, especially in early childhood education units that face the diversity of student characteristics in real terms, especially in the management of targets, learning time, stimulation, and behavioral responses.

Recent literature shows that the Individualized Education Program is understood as an individualized learning plan that is prepared based on the results of identifying the specific abilities, barriers, and needs of students with special needs (Narti, 2017). For children with ADHD, an IEP serves as a systematic guide to formulate developmental targets, determine learning strategies, choose appropriate media, and periodically assess children's progress. Several studies confirm that the success of IEP implementation does not only rely on planning documents, but also on the quality of classroom implementation, evaluation consistency, and collaboration between teachers, parents, and other supporting parties (Dillon et.al., 2021). The findings show that the IEP is a relevant pedagogical instrument to reduce the impact of attention and behavioral barriers on learning outcomes. Thus, IEP is increasingly seen as an adaptive approach that is able to strengthen inclusive educational practices in Indonesian educational institutions, while allowing for gradual adjustment of interventions according to changing needs and responses of children.

Research on the education of children with ADHD in Indonesia also shows that the main obstacle to learning does not lie solely in the characteristics of the child, but in the limitations of the school system in responding to individual needs consistently (Hapsari et.al., 2020). ADHD children often learn in classrooms that demand long attention, behavioral adherence, and uniform work rhythms, even though they require short instruction, a minimally distracting environment, varied activities, and continuous reinforcement (Lovett & Nelson, 2020). This condition confirms that the success of inclusive services requires teachers to have assessment competence, differential learning design, and reflective ability to modify learning. Several studies also highlight that lack of training, limited resources, and weak coordination between schools and families are still recurring challenges. Therefore, the implementation of IEP needs to be studied not only as a concept, but as an educational practice carried out in a specific institutional context through field studies that capture the variety of practices, challenges, and problems of implementation in real time.

Islamic-based Raudhatul Athfal, the implementation of IEPs has a broader dimension because learning does not stop at academic achievement and behavioral regulation, but also touches on the formation of children's manners, character, and spiritual experiences (Nteropoulou et.al., 2025). The perspective of Islamic education emphasizes that each learner has different potentials, capacities, and needs, so educational services must be provided in a fair, proportionate, and compassionate manner (Nuryana et.al., 2024). This principle is in line with the logic of IEP, which places individual planning as the basis for the development of learning services. Thus, the application of IEPs to ADHD children in Islamic educational institutions is not only relevant from a pedagogical point of view, but also has normative legitimacy within the framework of educational justice. The integration between the individual approach and Islamic values is what makes the study in the RA setting have academic and

practical significance, which at the same time strengthens the urgency of research in Islamic institutions that serve children with special needs.

RA Alam Ya Bunayya Bungo is an important context to examine because this institution seeks to apply an individualized learning approach for students with special needs, including children with ADHD, in the midst of the demands of inclusive education at the early childhood level. These efforts show an institutional commitment to develop more adaptive services, but their implementation still needs to be understood empirically through an examination of the planning, implementation, and evaluation stages (McCreight et al., 2019). It is important to study this setting to see how teachers translate the concept of IEP into classroom practice, how parental involvement is built, and what factors support or hinder the sustainability of the program. By placing RA as the locus of research, this study can provide a contextual picture of inclusive education practices based on individual needs in early childhood Islamic education institutions in the region, which is expected to contribute to the strengthening of sustainable contextual service models.

Although several studies have discussed IEPs, inclusive education, and learning characteristics of children with ADHD, the majority of studies still focus on elementary school, conceptual analysis, or general program effectiveness without in-depth examination of the implementation of IEPs in Islamic-based *raudhatul athfal* institutions in specific local contexts. Another limitation can be seen in the lack of studies that link individual planning with the dynamics of collaboration between teachers, parents, and *madrasah* institutions simultaneously. On this basis, this study offers novelty through a comprehensive assessment of the implementation of IEPs for ADHD children in RA Alam Ya Bunayya Bungo by highlighting the stages of planning, implementation, evaluation, and integration with Islamic education values. The novelty of this research lies in the institutional focus, early childhood education level, and contextual reading of individual service practices in the RA environment, while expanding the discussion of IEPs in the realm of Islamic PAUD, which is still limited in studies in contemporary Indonesia.

This study aims to analyze the implementation of the Individualized Education Program approach for children with Attention Deficit Hyperactivity Disorder in RA Alam Ya Bunayya Bungo in depth, especially in the aspects of planning, implementing, and evaluating individual learning programs. Based on these objectives, the formulation of this research problem is: first, how IEP planning for ADHD children is prepared at RA Alam Ya Bunayya Bungo; second, how the implementation of the IEP is applied in the daily learning process; and third, how IEP evaluation is carried out to assess children's development and the effectiveness of the services provided. The formulation of these objectives and problems is directed to produce a complete understanding of inclusive educational practices based on individual needs, as well as identify contextual factors that affect the success of the implementation of IEP in early childhood Islamic educational institutions. Through this focus, this research is expected to produce an analytical basis for the development of adaptive school-family policies, learning strategies, and partnerships in the context of RA.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive design to understand in depth the implementation of the Individualized Education Program (IEP) for children with Attention Deficit Hyperactivity Disorder (ADHD) at RA Alam Ya Bunayya Bungo (Awalia et.al., 2024). The subjects of the study include the head of RA, classroom teachers, accompanying teachers if available, parents of ADHD children, as well as learning documents related to the planning and implementation of individual programs. The selection of participants is carried out purposively because they are directly involved in the preparation, implementation, and evaluation of learning services for ADHD children in the institution. The focus of the research is directed at three main dimensions, namely IEP planning, the implementation of individual learning in the

classroom, and the evaluation of child development as the basis for assessing the effectiveness of inclusive services in the raudhatul athfal environment based on Islamic values. This approach was chosen in order for the research to capture the processes, institutional contexts, and patterns of collaboration that shape individual service practices in a holistic and empirical contextual manner.

Research data were collected through limited participatory observations, in-depth interviews, and documentation studies to obtain a comprehensive picture of the implementation of IEPs in early childhood education settings (Wijayanti et.al., 2025). Observations were made on ADHD children's learning activities, teachers' responses, the use of differentiating strategies, and classroom management during the learning process. In-depth interviews were used to explore informants' views on IEP preparation procedures, forms of school-to-family collaboration, implementation constraints, and child development evaluation mechanisms. The analyzed documents included initial assessment records, individual learning plans, student development archives, and relevant institutional documents. Data analysis uses the Miles and Huberman interactive model through data reduction, data presentation, and drawing conclusions, while data validity is maintained by source triangulation, technique triangulation, and member checking.

RESULTS AND DISCUSSION

The results of the study show that the planning of the Individualized Education Program (IEP) for ADHD children at RA Alam Ya Bunayya Bungo is prepared through the initial identification of attention profiles, behavioral control, ability to follow instructions, and children's responses to learning routines. Teachers map needs based on daily observation, communication with parents, and review of children's developmental records, then formulate realistic, gradual, and measurable learning goals. The planning is not uniformly arranged, but adjusts to the learning readiness, focus duration, and support needs of each child. From the perspective of social constructivism, this stage shows that the IEP design functions as a form of initial scaffolding that allows teachers to determine learning aids according to the child's proximal development zone. Thus, IEP planning has become the main foundation for individualized learning services that are more adaptive, contextual, and developmentally oriented according to the child's learning needs in the classroom.

Table 1. Results of the first question: IEP planning

Aspects	Results description
Basis for preparation	IEPs are structured based on early identification of a child's attention, behavior, ability to follow instructions, and learning needs.
Resources	Teachers combine classroom observation, communication with parents, and child development records.
Planning character	Planning is individual, gradual, realistic, and adjusts to each child's learning readiness.
Makna theoretis	The planning stage serves as the initial scaffolding to determine the most appropriate form of learning aid.

In the implementation stage, the IEP is implemented through flexible learning settings, the use of short and repetitive instruction, assignments in small units, and positive reinforcement to maintain children's involvement during the activity. The teacher puts the child in a learning position that minimizes distractions, utilizes concrete media, and provides a break in activities so that attention and behavior regulation can be better maintained. This implementation also shows an intensive interaction between the teacher and the child, where assistance is provided gradually until the child can complete the task with a better level of independence. The findings are in line with Vygotsky's theory of social constructivism, which emphasizes the importance of scaffolding in the learning process. In addition, parental

involvement in equalizing habituation at home strengthens the consistency of the intervention, so that the implementation of the IEP does not stop in the classroom, but continues in the child's overall learning environment on a consistent basis every day.

Table 2. Results of the second question: implementation of the IEP

Aspects	Results description
Learning strategies	Teachers use short instructions, assignments in small units, positive reinforcement, and flexible activities.
Class management	Children are placed in a position with minimal distraction and get a break in the activity to maintain attention regulation.
Interaction patterns	Assistance is given gradually until the child can complete tasks more independently.
External support	Parents support consistency of habituation so that interventions do not stop at school.

IEP evaluations at RA Alam Ya Bunayya Bungo are carried out periodically by examining changes in concentration duration, adherence to instructions, behavioral stability, learning participation, and children's ability to complete tasks according to predetermined targets. Teachers use daily progress records, class observation results, and feedback from parents to assess the child's progress and adjust the next learning strategy. The results of the evaluation show that the effectiveness of the IEP is not measured only by academic achievement, but by improving self-regulation skills, social adaptation, and readiness to participate in classroom activities in a more targeted manner. This continuous evaluation process confirms that the IEP functions as a dynamic document, not just an administrative device. With reflective and collaborative evaluation, individualized services for children with ADHD become more responsive to the child's real development as well as the need for follow-up interventions that arise during the learning process in the daily classroom.

Table 3. Third question result: IEP evaluation

Aspects	Results description
Evaluation focus	Evaluations assess concentration, adherence to instructions, behavioral stability, learning participation, and task completion.
Evaluation instruments	Teachers use diaries, class observations, and parental feedback.
Success indicators	Success is seen in increasing self-regulation, social adaptation, and readiness to participate in classroom activities.
Evaluation function	Evaluation is the basis for revising learning strategies so that IEPs remain responsive to children's development.

The most relevant theory for this study is Vygotsky's social constructivism, which asserts that child development takes place through social interaction, scaffolding, and learning aids tailored to each student's proximal developmental zone (Lambright, 2023). In implementing the Individualized Education Program for ADHD children at RA Alam Ya Bunayya Bungo, this theory provides the basis that learning objectives, strategies, and evaluations must be individually designed according to the child's attention capacity, behavioral regulation, and learning readiness. The relevance of this theory lies in the emphasis on the role of teachers as facilitators, the importance of collaboration with parents, and the use of continuous assessments to adjust learning interventions. In the Islamic-based *raudhatul athfal* setting, social constructivism is also in line with the principles of humanistic, gradual, and compassionate pedagogy, because children are seen as unique individuals who develop optimally through the support of a safe, structured, and consistently responsive learning environment.

The planning of the Individualized Education Program at RA Alam Ya Bunayya Bungo is not positioned as a mere administrative document, but as an instrument that relies on the assessment of the individual needs of ADHD children. This pattern is in line with theoretical

studies that place IEPs as an individualized learning design based on the identification of learners' abilities, barriers, and characteristics (Alhajeri, 2025). Planning that begins with observation, communication with parents, and analysis of child development shows that teachers seek to build learning decisions based on contextual data, not general assumptions about children with special needs. From an inclusive education perspective, this step strengthens the principle of service equity because learning objectives, strategies, and developmental indicators are formulated according to the child's capacity (Lindner & Schwab, 2020). Thus, IEP planning becomes the initial foundation for the creation of learning interventions that are more directed, adaptive, and relevant to the child's developmental needs in RA, including determining behavioral targets, attention focus, activity rhythm, and forms of reinforcement needed by children.

The findings also confirm that IEP planning is closely related to the learning characteristics of ADHD children who tend to experience obstacles to attention, impulse control, and behavioral stability during the learning process. ADHD children require a minimally distracting environment, simple instruction, varied activities, and an individualized approach, so program planning must be able to translate these needs into realistic operational goals. It is not enough for teachers to recognize the general symptoms of ADHD, but they need to convert the results of observations into a gradual and measurable learning support plan (Fabiano et al., 2024). The accuracy of planning determines the quality of implementation because the strategies developed from the beginning will affect classroom management, media selection, and the type of reinforcement provided to children. Therefore, IEP planning can be understood as a key stage that links the identification of needs with the effectiveness of individualized learning interventions in the field, especially in early childhood institutions that demand the flexibility of approach and pedagogical sensitivity of teachers.

If associated with Vygotsky's theory of social constructivism used in this study, IEP planning shows the function of scaffolding from the stage before learning takes place. Through initial assessment, teachers try to recognize the child's proximal development zone, which is the distance between the actual abilities that have been possessed and the potential development that can be achieved through appropriate assistance (Sukesi, 2025). In practice, the gradual preparation of targets, the selection of activities according to attention capacity, and the adjustment of forms of support reflect the teacher's efforts to provide proportional learning assistance. The relevance of this theory can be seen because children with ADHD are not sufficiently assisted with the general demands of the classroom, but rather require a directed interaction structure in order to build self-control and learning participation gradually (Ramadani & Mahabbati, 2025). Thus, IEP planning is not just a technical stage, but a pedagogical mechanism to condition the learning process in accordance with the child's individual development, including strengthening independence, social involvement, and readiness to participate in classroom activities.

Islamic-based RA, the results of the discussion on IEP planning also show that there is compatibility between the individual approach and the values of justice, compassion, and appreciation for the uniqueness of students. It emphasizes that Islamic educational institutions not only pursue academic achievements but also shape children's manners, character, and spiritual experiences, so that learning planning must be sensitive to the personal conditions of each student (Syafei, 2025). IEP is relevant because it allows teachers to integrate the developmental needs of ADHD children with a humanistic and gradual RA learning culture. In addition, the involvement of parents in the early stages of planning strengthens collaborative orientation, which is also emphasized in the study of IEP implementation. Therefore, IEP planning at RA Alam Ya Bunayya Bungo can be read as an inclusive educational practice that is not only pedagogically adaptive, but also in line with the values of Islamic education, especially in realizing services that respect the differences in children's capacities in a dignified manner.

Analytically, the quality of IEP implementation is highly determined by the quality of its planning, as this stage is the meeting point between needs assessment, developmental theory, and institutional orientation of RA. When teachers develop objectives, strategies, and evaluation indicators based on the real profile of ADHD children, the IEP functions as an operational pedagogical tool and not just an administrative formality. These findings confirm that good planning allows for the establishment of appropriate scaffolding, minimizes mismatches between classroom demands and children's abilities, and opens up spaces for more effective collaboration with parents. In the framework of Islamic-based inclusive education, planning like this marks the presence of fair, proportional, and developmentally oriented services. Thus, the success of the next stage is highly dependent on the accuracy, depth, and sustainability of the IEP planning process from the beginning, especially in maintaining the consistency of interventions and the direction of child development in the RA setting.

The discussion of the formulation of the second problem shows that the implementation of the Individualized Education Program (IEP) at RA Alam Ya Bunayya Bungo takes place through the adjustment of learning strategies to the characteristics of attention, behavior, and learning readiness of ADHD children. In practice, teachers apply short instructions, repetition of directions, division of tasks into small steps, and the use of concrete media so that children can more easily understand the activities given. These findings confirm that the implementation of IEPs at the implementation stage is not uniform, but flexible and responsive to changes in children's conditions during learning. Implementation like this shows that individual services are not only designed at the planning stage, but are actually translated into pedagogical actions in the classroom (Rusmini et al., 2025). Thus, the implementation of the IEP is an operational form of the institution's commitment to inclusive education that is adaptive, structured, and oriented to the real development of children in accordance with their daily needs, focus capacity, and dynamics of their own learning interactions.

The findings of the implementation of the IEP are relevant to the characteristics of children with ADHD, who are described as experiencing obstacles in concentration, impulse control, and behavioral stability in classical learning situations. Therefore, the success of learning is greatly influenced by the teacher's ability to manage the classroom flexibly, provide activity breaks, and provide positive reinforcement when the child shows appropriate responses. Such an implementation shows that teachers do not impose general demands of the class on children, but build a more realistic learning rhythm according to the duration of focus and self-regulation. In the context of early childhood education, this strategy is important because the learning process not only targets academic outcomes, but also the formation of habits, social involvement, and readiness to follow the rules (Nurjaman & Hisyam, 2026). Therefore, the IEP implementation stage is the main space to ensure that individual designs really function in children's daily learning experiences in a consistently directed and meaningful way in the classroom.

If associated with Vygotsky's theory of social constructivism, the implementation of IEPs in ADHD children shows a scaffolding process that takes place through direct interaction between teachers and students during learning activities. The help provided gradually, ranging from simple directions, demonstrations, repetition, to verbal reinforcement, shows that the teacher seeks to adjust support to the child's proximal development zone. In this position, the implementation of the IEP not only helps children complete tasks, but also builds self-regulation skills, mutual attention, and independence slowly. The relevance of Vygotsky's theory can be seen in the way teachers provide a safe, structured, and supportive learning environment so that children can move from dependence to more independent participation (Widayanthi et.al., 2024). Thus, the implementation of IEP can be understood as a pedagogical mediation process that allows children's development to occur through intensive social relationships and appropriate assistance according to their own individual needs, capacity, rhythm, and learning responses.

In the context of Islamic-based RA, the implementation of IEP also has a broader meaning because learning practices are directed not only to improve the ability to follow tasks, but also to form manners, discipline, and a compassionate learning experience. Humanistic implementation shows the compatibility between the individualized approach and the principles of Islamic education that respect the different capacities of each child (Hasyim, 2025). The involvement of parents in strengthening learning habits at home also shows that the implementation of IEPs at the implementation stage requires continuity between school and family. This collaboration is important so that the strategies used by teachers do not stop in the classroom, but continue in daily habits that help children maintain focus, behavioral responses, and adherence to instructions. Therefore, the implementation of the IEP at RA Alam Ya Bunayya Bungo reflects the integration between inclusive pedagogy, social support, and Islamic values that are contextual and sensitive to the needs of children's development.

Analytically, the success of the implementation of the IEP is highly dependent on the quality of its implementation in the classroom, as it is at this stage that the individual design is tested in real learning situations. Flexible, gradual, and collaborative implementation allows teachers to tailor the assistance to changes in the attention, behavior, and readiness of the ADHD child over time. These findings confirm that the IEP is effective when translated into consistent pedagogical interactions, not just stored as a written plan. From the perspective of social constructivism, the implementation shows the work of scaffolding that supports children in moving towards learning independence slowly. At the same time, the context of Islamic-based RA provides an ethical dimension that educational interventions must take place with compassion, justice, and respect for the uniqueness of children. Therefore, the implementation of IEPs is at the core of the effectiveness of inclusive services in this institution in supporting children's social and behavioral development.

The discussion of the third problem formulation shows that the evaluation of the Individualized Education Program at RA Alam Ya Bunayya Bungo is carried out on an ongoing basis to assess the development of ADHD children based on individual targets. The evaluation is not limited to academic achievement, but includes the duration of concentration, adherence to instructions, behavior control, class participation, and the ability to complete tasks gradually and independently, consistently. These findings are in line with the concept of IEP, which places evaluation as a core component to assess the suitability between children's needs, learning strategies, and real-time development (Sholihah & Lailiyah, 2025). Thus, evaluation serves as a basis for pedagogical reflection for teachers to assess the effectiveness of interventions, identify new barriers, and formulate appropriate adjustments to services needed for children. Within the framework of inclusive education, this kind of evaluation pattern confirms that the success of services for children with ADHD must be measured individually, contextually, and in a sustainable, equitable, holistic developmental manner.

The results of the study show that IEP evaluation utilizes daily progress records, classroom observations, and parental feedback as a source of data that complements each other systematically and sustainably. The practice is relevant to the descriptive qualitative approach used because it allows for an in-depth understanding of changes in children's behavior, attention, and participation in real-life daily learning situations as a whole. The incorporation of information from schools and families is important because the characteristics of ADHD children are often influenced by the environment, routine, and consistency of the assistance they receive at home and school daily. Parental involvement in the evaluation strengthens the validity of the assessment while helping teachers read the continuity of children's behavior between the classroom context and the home context more accurately and comprehensively (Hajar et al., 2026). On that basis, collaborative evaluation allows for more appropriate adjustment of strategies when the child shows limited progress or requires additional support on certain aspects proportionately.

Judging from Vygotsky's theory of social constructivism, IEP evaluation can be understood as the process of assessing the extent to which the teacher's scaffolding helps the child move towards higher development gradually (Hopeman & Yusup, 2025). Evaluation thus does not stop at the outcome, but examines the learning process, the form of effective assistance, and the level of independence that begins to form in the child in real life. In the context of ADHD children, process orientation is very important because progress often appears partially, gradually, and requires consistent reinforcement throughout daily classroom learning. Therefore, evaluation that is sensitive to small changes allows teachers to recognize the meaning of increased attention, adherence to instructions, or reduced impulsive behavior in certain activities early on. In this way, evaluation becomes a means to ensure that pedagogical assistance really supports children's development according to their proximal development zone, not just the administrative demands of formal educational institutions.

Islamic-based RA and IEP evaluation also shows an educational orientation that not only assesses formal learning outcomes, but also the development of manners and the regularity of children's daily behavior at the same time. This direction is in line with the introduction and theoretical study that emphasizes that madrasah education integrates academic aspects, character, and Islamic values in the development of children in a complete and continuous step. Therefore, the evaluation of individual programs in ADHD children needs to be understood as an assessment of holistic development, not merely a formal measurement of the success of completing classwork at a certain time (Nugroho et.al., 2025). When teachers examine changes in behavior, ability to follow rules, and children's responses to humanistic habits, evaluation becomes an instrument to maintain the continuity of institutional goals pedagogically, ethically, and practically. Thus, the evaluation of IEPs at RA Alam Ya Bunayya Bungo shows inclusive educational practices that are fair, reflective, responsive, and respect the dignity of each student sustainably.

Analytically, evaluation is the main support for the sustainability of IEP implementation because, through this stage, the relevance of the program can be tested continuously and objectively. Evaluations conducted periodically, collaboratively, and data-based allow teachers to assess the effectiveness of strategies, read the direction of development of ADHD children, and determine the necessary adjustments appropriately and proportionately. These findings show that IEPs acquire pedagogical significance when the results of the evaluation are used to revise targets, improve forms of assistance, and strengthen family-school coordination more systematically and sustainably. From the perspective of social constructivism, the pattern shows that child development is understood as a dynamic process that requires sustained social support and reflective feedback from the immediate learning environment. At the same time, the context of Islamic-based RA emphasizes that assessment must respect individual capacity differences so that evaluation becomes the core of humane, ethically equitable learning.

CONCLUSION

The implementation of the Individualized Education Program (IEP) approach for children with Attention Deficit Hyperactivity Disorder (ADHD) at RA Alam Ya Bunayya Bungo takes place through three main interconnected stages, namely planning, implementation, and evaluation. In the formulation of the first problem, IEP planning is prepared based on an assessment of the child's individual needs through observation, communication with parents, and identification of development, so that learning objectives, strategies, media, and achievement indicators are formulated gradually, realistically, and according to the characteristics of the child. In the formulation of the second problem, the implementation of the IEP is realized through flexible learning, short instructions, the use of concrete media, the division of tasks into small steps, and positive reinforcement that adjusts the attention and behavior capacity of ADHD children. In the formulation of the third problem, the evaluation of the IEP is carried out continuously through developmental notes, class observations, and

parental feedback to assess the child's progress while adjusting the learning strategy. Overall, this study confirms that IEP is a relevant and effective pedagogical approach in supporting the learning development, behavioral regulation, and social adaptation of ADHD children in an Islamic-based RA environment. These findings also show that the success of IEP implementation is determined by the accuracy of assessment, consistency of implementation, reflective evaluation, and collaboration between schools and families. In the context of Islamic education, the implementation of IEP shows a form of educational services that are fair, humane, inclusive, and oriented towards the holistic development of students.

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