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Developing an Individualized Education Program for Slow Learners in an Inclusive Madrasah: A Needs-Based Framework

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Abstract

This study examines the learning needs of pupils identified by a madrasah as slow learners and proposes a feasible Individualized Education Program (IEP; Program Pendidikan Individu, PPI) for an inclusive Islamic primary school. A descriptive qualitative analysis draws on the existing record of observation, interviews and school documentation at Madrasah Ibtidaiyah Al-Hidayah, Surabaya, including an initial observation on 17 October 2022. The school reported 11 pupils in its inclusive provision, most described as slow learners. Observed concerns involved letter recognition, reading, writing and processing classroom instructions, while specialist support and learning resources were limited. Quran reading and writing (BTQ) and Islamic holiday activities (PHBI) were operating, but targeted special-needs services and IEP assistance remained planned rather than implemented. Guided by Vygotsky's zone of proximal development, the proposed framework links baseline and assisted performance, measurable individual goals, graded prompts, teacher–family roles and periodic review. It also specifies a staged feasibility assessment and small-scale pilot. The contribution is an operational, resource-sensitive IEP design; neither learner improvement nor intervention effectiveness is claimed without implementation data.

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INTRODUCTION

Inclusive education is not achieved merely by admitting pupils with different learning profiles to the same classroom. Meaningful inclusion requires accessible teaching, appropriate learning goals and continuing support that makes participation educationally worthwhile (UNESCO, 2020). In Indonesia, the right to education is affirmed by the Constitution and Law No. 20 of 2003 on the National Education System. (Republic of Indonesia, 1945, 2003). For Islamic primary schools (madrasahs),

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this obligation intersects with general classroom instruction and religious learning activities. The practical challenge is to maintain participation in a shared school community while responding to diverse individual learning needs.

Pupils described as slow learners may need additional time, concrete examples, repetition and supported opportunities to consolidate basic academic skills. The term is used here to describe the identification reported by the school; it does not establish a clinical or psychometric diagnosis. Indonesian research has identified problems related to comprehension, the pace of academic work and the adaptation of classroom instruction (Amelia, 2016; Rofiah & Rofiana, 2017). Yet extra time alone does not constitute an individualized program when learning targets and progress indicators remain undifferentiated.

The study is located at Madrasah Ibtidaiyah Al-Hidayah in the Krembangan district of Surabaya. According to the existing field record, an initial observation was conducted on 17 October 2022. The madrasah reported 11 pupils included in its inclusive provision, most of whom were described as slow learners. The record notes difficulties with recognizing letters, reading, writing, receiving or transferring instructional information, and following the pace of classroom learning. These difficulties are especially relevant because foundational literacy supports participation in several other subjects. The source manuscript identifies Grade V pupils as an intended focus but does not specify how many Grade V pupils were examined in depth.

The same record describes an important contrast between established school activities and individualized support. The Quran Reading and Writing (Baca Tulis Al-Qur'an, BTQ) program reportedly operated from Monday to Thursday before regular lessons, and Islamic Religious Holiday (Peringatan Hari Besar Islam, PHBI) activities were also implemented. By contrast, a dedicated program for pupils with special educational needs, teacher guidance, assistance in developing individual plans and parent-oriented support were still planned. Limited specialist assistants and learning facilities were also reported. The presence of general school programs, therefore, should not be mistaken for evidence that a pupil-specific IEP has already been implemented or evaluated.

The first pressing need is to convert the observed learning difficulties into individual baseline descriptions and achievable goals. The second is to create an implementable planning and review process without presuming a full-time specialist is available. The third is to coordinate teachers and families around tasks that do not add an unrealistic workload. These are analytic priorities derived from the documented learning needs and implementation gap, not a statistically ranked survey of stakeholder preferences. School staff capacity, family availability and the suitability of proposed schedules must still be assessed before implementation.

Recent Indonesian evidence reinforces the relevance of these concerns. Kurniawati (2021) described limited differentiation and teachers' confidence in rural inclusive primary schools. Mumpuniarti et al. (2020) emphasized the challenge of converting abstract content into more concrete instruction for slow learners. In madrasahs, Sumarni et al. (2024) identified shortages of support staff, facilities and curriculum development, while Mareta et al. (2024) noted challenges in professional development and clear individualized planning. Faza and Fitrika (2024) likewise identified the need for teacher competence, resource provision and monitoring in Indonesian IEP implementation. These studies provide an external rationale for a simple, explicit and reviewable model rather than a documentation-heavy proposal.

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Although existing studies discuss the characteristics of slow learners and challenges in inclusive practice, the practical conversion of observed functioning into ZPD-informed individual targets, prompt levels, classroom routines and monitoring decisions remains underdeveloped in the setting examined here. This article therefore contributes a context-specific design that aligns individualized literacy priorities with ordinary classroom instruction, BTQ opportunities and realistic family participation. It deliberately distinguishes what the source study observed from what the authors now recommend.

Three questions guide the analysis: (1) What learning needs are evidenced among the pupils described as slow learners at MI Al-Hidayah? (2) What inclusive resources and service gaps are reported, and which gaps warrant initial attention? (3) How can a measurable, feasible and progressively evaluated IEP be designed for this madrasah? The objectives are to map the documented needs, distinguish implemented from planned school provision, and formulate an operational IEP framework suitable for future validation and piloting.

LITERATURE REVIEW

Sociocultural Theory, ZPD and Scaffolding

Vygotsky's (1978) sociocultural perspective holds that learning is shaped through mediated interaction. Its zone of proximal development (ZPD) distinguishes tasks a learner can complete independently from tasks that become attainable with guidance. In an IEP, the conceptual distinction can become a practical comparison between an independent probe and an assisted probe using the same or comparable task. A task already completed independently is usually suitable for consolidation or progression; a task achieved with manageable prompts is a candidate for the next instructional target; and a task not yet attainable even with substantial assistance may need smaller precursor steps.

Scaffolding refers to contingent support that helps learners undertake activities beyond their current independent performance and can be withdrawn as competence develops (Wood et al., 1976). In daily teaching, this may involve a model, shared reading, visual cues, shorter instructions, targeted repetition, or reduced task length. Support should be recorded rather than treated as invisible assistance. Two pupils who each recognize eight letters have different learning profiles if one does so independently and the other requires continuous modelling.

The proposed assessment records four items for each priority skill: task/condition, independent accuracy, highest accurate assisted performance and least assistance needed. Teachers can use simple prompt codes: I = independent; V = verbal or visual cue; M = modelled or guided response; F = full assistance; and N = not yet demonstrated. These are suggested documentation codes, not a validated scale or previously collected scores. The teacher should not assume that such codes measure intelligence or replace a specialist assessment. They are intended to make instructional decisions transparent.

Individualized Education Programs and Progress Monitoring

An Individualized Education Program (IEP/PPI) is a pupil-specific plan that links a current learning profile to priorities, observable goals, teaching adaptations, designated responsibilities, monitoring and review. The plan should guide decisions during instruction rather than serve solely as an administrative form. Indonesian discussions of IEP implementation stress the need for staff training, suitable resources

and evaluation (Faza & Fitrika, 2024). Rojo et al. (2022) offer a practical case for explicit goals and repeatable progress-monitoring measures, while Fuchs et al. (2021) emphasize using performance data to inform instructional adjustment rather than simply collecting them.

In the current case, a manageable IEP could concentrate initially on one or two foundational targets rather than replicate the entire regular curriculum. A measurable goal specifies what the learner will do, under which conditions, how accurately, with what degree of support, and over what review period. Short weekly probes using comparable materials can indicate progress or the need to revise instruction. An individual's performance should be compared with that individual's baseline, not with an unsupported school-wide effectiveness claim.

Differentiated Instruction and Inclusive Madrasa Practice

Differentiated instruction modifies teaching materials, levels of support, response formats and learning opportunities while keeping pupils engaged in the common classroom. Deunk et al. (2018) found that differentiation works best when embedded in an integrated teaching approach rather than equated with ability grouping alone. Kurniawati (2021) and Mumpuniarti et al. (2020) underline the need for realistic teacher support in Indonesian primary classrooms. In this setting, strategies requiring extensive equipment or uninterrupted one-to-one teaching would be difficult to justify before a feasibility assessment.

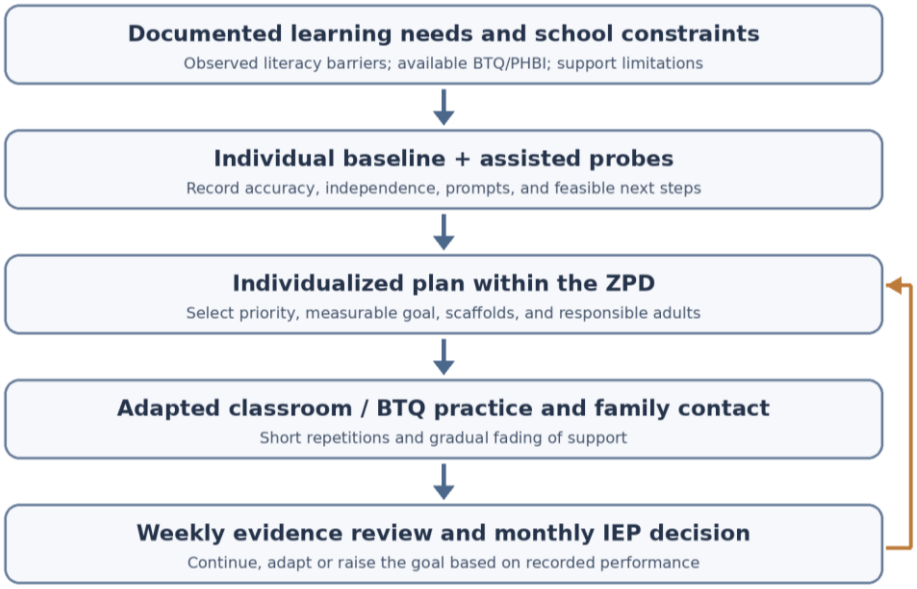
The religious-education context also matters. Aly and Bustomi (2022) documented barriers in teaching Quran literacy to learners with special needs, and Sumarni et al. (2024) demonstrated uneven inclusive service capacity across madrasahs. BTQ can offer an established setting for repeated, supported practice where a goal is educationally appropriate, while PHBI offers potential social and participation opportunities. Neither program automatically becomes an IEP: individualized goals, recorded support and evidence of progress must first be added. Religious literacy should not be used as an unexamined substitute for foundational literacy in the general curriculum.

Translating Theory into an Operational Design

The conceptual framework is organized as an iterative decision process. Documented learning needs and environmental constraints inform an individual baseline. A comparison of independent and assisted performance then locates a teachable next step within the ZPD. The teacher converts the step into a measurable goal, specifies scaffolds and learning opportunities, and records performance at regular intervals. A periodic review determines whether the target should be retained, simplified, intensified or advanced. Feasibility checks precede any classroom pilot, and a successful pilot would be required before claiming improvement. The connection between assessment, assistance and follow-up is illustrated in Figure 1.

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Figure 1. Proposed ZPD-informed, decision-oriented IEP framework



Source: Develop by Author

METHODS

Study Design and Source of Evidence

The article follows the descriptive qualitative design reported in the submitted manuscript and its associated community-engagement record. The purpose of the analysis is to describe pupils' learning barriers, school services and the requirements of an individualized education plan. The existing study reports observation, interviews, documentation and literature review, interpreted inductively. It does not document a formal experimental, longitudinal or product-validation design. Accordingly, the new IEP logic and implementation schedule presented below are outputs of a design synthesis, not fieldwork that has already taken place.

The setting was MI Al-Hidayah, Krembangan, Surabaya. The recorded initial observation was dated 17 October 2022. The school reported 11 pupils within its inclusive provision, with the majority described as slow learners. The record refers to a Grade V focus for the proposed activities but does not provide a precise Grade V sample, counts of teacher or parent interviewees, interview transcripts or diagnostic assessment results. These details are not reconstructed or invented. The label "slow learner" therefore follows school identification and cannot be interpreted as a new diagnosis made by the authors.

Data Collection and Analytic Boundaries

The reported observation addressed participation in regular learning, handwriting, literacy and processing of teacher instructions. Interview information was used to interpret service constraints and intended support, although a formal interview guide and verbatim quotations were not retained in the available manuscript. School documentation described the status of BTQ, PHBI and the special-needs program. The article compares these forms of evidence at the level permitted by the source record; it does not assert that independent transcript coding, member checking, an external reliability audit or professional psychometric testing were performed.

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The analysis groups the existing information under (a) pupil learning needs, (b) implemented school activities and identified resource limitations, and (c) design requirements for a feasible IEP. The first two categories represent documented observations or school descriptions; the third is an interpretation informed by sociocultural theory and external literature. This distinction is maintained in the results tables and discussion. Specifically, no pre/post scores, pupil-level reading trajectories or post-implementation outcomes are available.

Framework Development and Future Validation Protocol

The proposed design was developed by linking the identified literacy barriers to the ZPD principle, matching teachable tasks to feasible support strategies, and drawing on IEP and progress-monitoring literature. The recommended next-stage validation consists of a short feasibility review by classroom teachers and, where accessible, an inclusive-education specialist; a limited pilot; weekly skill monitoring; and an end-of-pilot review. These steps are described to answer the reviewers' request for an actionable plan. They were not completed as part of the existing fieldwork.

Before any pilot, participating families should receive accessible information and permission procedures appropriate to the school's requirements, pupil identities should be replaced with codes, and assessment sheets should be stored securely. The available manuscript does not provide a research-ethics approval identifier, so none is claimed. All illustrative goals and thresholds below are proposals for adaptation after an authentic baseline assessment, not observed pupil performance.

RESULTS AND DISCUSSION

Observed Learning Needs

The observation record identifies pupils who had difficulty recognizing letters consistently, reading or writing at the expected pace, understanding or transferring classroom information, and following some lessons without additional support. These are descriptive observations; the source does not provide pupil-level scores, standardized measures or a distribution of need across all 11 pupils. Consequently, the evidence supports a need for individualized assessment, but not a precise claim about the prevalence or severity of each difficulty.

The most defensible instructional starting point is foundational skill assessment. A learner who has not consolidated letter recognition may not benefit from being assigned extended independent reading. Yet not all pupils described as slow learners should receive identical targets; selection must follow an individual baseline and guided probe. For the same reason, the recommended priority sequence below is a practical planning hypothesis rather than a finding that every pupil should begin with identical literacy exercises.

Table 1. Reported Conditions and Appropriate Interpretation

Domain	What the submitted study supports	What it does not establish
Pupil profile	11 pupils reported in inclusive provision; most described by the school as slow learners	A verified diagnosis, full sample description or degree of impairment for each pupil
Foundational skills	Difficulties with letter recognition, reading, writing and instructional information were observed	Baseline scores, effect sizes or improvements following an IEP
Teacher support	Limited specialist assistance and learning facilities were reported	That all teachers lack competence or that a particular support model is feasible

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Domain	What the submitted study supports	What it does not establish
Existing programs	BTQ and PHBI were reported as operating	That either program delivered individualized learning gains
IEP activities	Special-needs program and teacher/parent/IEP assistance were planned	That IEP training, implementation, validation or evaluation had occurred

Source: Reorganized from the submitted manuscript and its descriptions of the 2022 school record; no additional field observations are implied.

Existing Programs and the Unmet Individualization Gap

The BTQ program operated before lessons on Monday through Thursday and was positively described in the school record. PHBI activities had also taken place. Both are legitimate features of school provision. However, their participation criteria, activity completion and school-level success judgments cannot stand in for individualized reading, writing or independence outcomes. In the original document, the dedicated special-needs program had not yet been delivered, and the teacher guidance, IEP-development assistance and parent orientation were planned. As a result, a functioning individualized education cycle is not evidenced.

The service gap is therefore more precise than a broad claim that the madrasah lacks inclusion. Learners have access to regular school life and selected school activities, yet individualized learning baselines, documented targets, recorded scaffolds and review decisions are not demonstrated in the available evidence. Specialist staffing and facilities are also constrained. This combination suggests designing a low-burden assessment-and-planning routine before considering more complex services.

Prioritizing Problems Without Inventing Rankings

Priority setting must distinguish observed needs from assumptions. Foundational skill barriers and the non-implementation of specialized planning are directly supported by the source. Limited specialist assistance is also documented, but the exact staff-to-pupil ratio is unknown. The absence of a particular standardized test report does not prove that no assessments have ever been performed; it means that individual baseline and monitoring records cannot be verified in the submitted evidence. Similarly, household access to books, time for home practice and teacher workload have not been measured and require consultation before assigning responsibilities.

Table 2 converts this evidence into a cautious proposed sequence. The sequence gives priority to tasks that unlock other parts of the IEP. It should be confirmed with the madrasah rather than treated as a stakeholder-approved ranking.

Table 2. Evidence-Informed Priorities for the Next Implementation Cycle

Proposed priority	Evidence status	Immediate response	Feasibility check needed
1. Baseline and priority skills	Learning difficulties documented; individual test results unavailable	Two brief independent/assisted probes per pupil; select one or two targets	Teacher time, adapted materials, accessibility
2. Written individual plan	Special-needs/IEP support still at planning stage	Prepare a one-page IEP for each pilot pupil	Teacher agreement, document storage and review owner
3. Adapted classroom routine	Limited specialist support documented	Embed 10–15-minute practices into existing instruction	Teaching load, timetable and peer support
4. Family participation	Parent orientation was planned, not delivered	Ask families to choose a realistic contact/home task	Caregiver availability, language and resources

Proposed priority	Evidence status	Immediate response	Feasibility check needed
5. Specialist consultation	Specialist staffing limitations documented	Request periodic advice if feasible	Access, costs and safeguarding

Source: Authors' prioritization proposal, derived from the available field record and literature; this is not a ranked field survey.

Discussion

Operationalizing the ZPD for Assessment and Target Setting

The practical value of the ZPD lies in comparing independent and assisted performance on a task rather than assigning a generalized ability label. For example, the teacher might show ten familiar graphemes individually and record recognition without prompts, then present comparable items with visual cues or modelling. The comparison identifies which learning steps appear achievable with support. The teacher should also note whether success is consistent across two short occasions; isolated correct responses are insufficient for a stable baseline.

A classroom-ready form should contain pupil code, date, domain, materials, independent response, best supported response, least prompt level, attention or accessibility notes, priority goal and next review date. Letter recognition, syllable blending, simple-word reading, letter formation and following brief instructions can be screened separately. Assessment need not depend initially on commercial tests: teacher-made parallel probes may be useful for instruction, provided their limits are acknowledged. Where the learner's needs suggest disability assessment or specialized diagnosis, a qualified professional should be involved through applicable local procedures.

The recommended goal format is: "Given [materials and instructions], the pupil will [observable action] at [accuracy] with [maximum prompt level] over [consecutive probes] by [review date]." This turns ZPD and scaffolding into an auditable instructional commitment. The numeric examples in Table 3 are deliberately illustrative, not actual scores collected at MI Al-Hidayah; baseline data must determine which thresholds and task sets are suitable for an individual.

Table 3. Illustrative Mapping from ZPD Assessment to IEP Goals and Monitoring

Skill / brief probe	Independent vs. assisted evidence to record	Illustrative measurable goal (proposed)	Monitoring and response
Letter recognition: 10 selected letters	Record correct independently; then correct with V/M prompts	Identify 8/10 target letters with no more than a verbal/visual cue in 3 successive weekly checks	10-item probe weekly; advance letters after mastery
Blending: 8 familiar syllables	Read without help vs. after teacher model	Read 6/8 syllables independently on 3 weekly checks	Weekly comparable card sets; return to smaller units if stalled
Copying/writing: 5 selected items	Legibility and completion with/without visual guide	Form 4/5 target items legibly with no more than one cue on 3 weekly checks	Save dated work samples; review task difficulty
Following two-step instructions: 5 opportunities	Independent completion vs. repeated/segmented instruction	Complete 4/5 two-step routines with at most one cue on 3 checks	Simple weekly tally; alter cue length if needed
Participation in BTQ activity	Record accessible task and response, not mere attendance	Complete one individually appropriate BTQ literacy step at the agreed prompt level across 3 checks	Use existing BTQ time only if the goal aligns with assessed skills

Illustration only: denominators, criteria and review frequencies are starting templates, not measured baseline scores or proof of effectiveness. I = independent; V = verbal/visual cue; M = modelled/guided; F = full support; N = not demonstrated.

Differentiated Instruction and the Scaffolding Ladder

A manageable scaffolding sequence for the pilot is: (a) teacher demonstration, (b) guided joint response, (c) short visual or verbal prompt, (d) reduced cue, and (e) independent attempt. Teachers select the least intensive support that enables productive participation and record it using the prompt codes. Progress is not equivalent to a higher correct count alone: moving from eight correct responses under full modelling to eight correct independently is also important evidence of increasing autonomy.

Differentiation should remain embedded in normal classroom routines. A pupil might participate in the same reading lesson as classmates while receiving shorter text, larger print, picture cues, a repeated example or a smaller response set. Material from an ongoing BTQ session may also be adapted if suitable for an individual literacy target, although teachers must distinguish Quran literacy tasks from general-language literacy outcomes. PHBI can support meaningful participation or language practice when a personalized goal is specified, but participation alone must not be reported as proof of skill acquisition.

Teacher workload is a design constraint rather than an afterthought. A practical starting model is a short baseline meeting, a one-page plan, 10–15 minutes of planned support integrated into existing teaching time and a five-minute weekly review of the pupil's record. These durations are proposals for a feasibility trial, not established capacity or policy requirements. Group routines or peer modelling can reduce the need for uninterrupted one-to-one instruction, but should be monitored to protect access and prevent stigmatizing pupils.

Roles, Family Engagement and Low-Resource Feasibility

The classroom teacher is the proposed owner of instructional decisions and the weekly monitoring log; the school leader authorizes time and safe record-keeping; an available specialist supports assessment and review when feasible; and caregivers contribute knowledge of the child's functioning and any achievable home practice. A home task should be optional and negotiated, for example five minutes of word-card practice two or three times per week using available materials. The plan should never assume that families have devices, adequate literacy, spare time or a quiet study space. These circumstances need to be discussed before implementation.

Before piloting, the school should conduct a feasibility check covering teacher time, pupil accessibility, available printed materials, training needs, specialist access, parent communication and safeguarding. Feasibility should be judged by documented agreement and practical readiness, not merely a positive attitude toward inclusion. This responds to concerns in Indonesian studies about teacher preparedness and thin institutional resources (Kurniawati, 2021; Sumarni et al., 2024; Mareta et al., 2024). An IEP that depends on unavailable specialist time risks remaining on paper, whereas a minimal plan can be refined incrementally.

A Concrete Feasibility, Pilot, Monitoring and Refinement Roadmap

A sequence of manageable phases can move the proposal from a conceptual framework to a testable school practice. The stages in Table 4 should begin only after the school confirms consent, staff availability and safeguarding arrangements. Their suggested durations can be reduced or extended according to the local calendar. No stage is represented as already completed by the original study.

The pilot should begin with a small number of pupils selected on the basis of educational need and school capacity, rather than all 11 pupils automatically. The

review should first test whether staff can prepare and use a one-page plan, whether baseline and weekly records are sufficiently complete, and whether pupils can access the adapted activities. Only thereafter should individual learning change be examined against repeated baseline data. A weak or incomplete pilot would require revision rather than a declaration of success.

Table 4. Proposed Phased Action Plan and Decision Checkpoints

Phase / indicative time	Responsibility and activity	Output and measurable decision gate	Status
A. Preparation (weeks 1–2)	School leader and teacher discuss priorities, permission, workload, materials and caregiver access	Written feasibility checklist; designated IEP owner; pilot participants selected after consent	Proposed
B. Baseline and design (weeks 3–4)	Teacher conducts 2 independent/assisted probes and drafts 1-page IEP; optional specialist input	Baseline plus at least one individualized goal, prompt code, lesson strategy and review date per pupil	Proposed
C. Feasibility review (week 5)	Two teachers and/or available specialist assess clarity, practicality and accessibility	Documented feedback; revise plans before a trial; do not proceed if essentials are missing	Proposed
D. Limited pilot (weeks 6–13)	Teacher implements brief adapted routines; caregiver communication where feasible	Weekly dated probes; attendance/participation and prompt-use log; fidelity notes	Proposed
E. End-of-pilot review (week 14)	Teacher, school leader, caregivers and optional specialist discuss evidence	Individual goal status and reasons; accept, adapt or discontinue the pilot method	Proposed

The durations and procedural checkpoints are authors' implementation recommendations, not activities documented in 2022.

How Progress and Implementation Would Be Evaluated

A proposed monitoring sheet has five fields per dated probe: task, correct/attempted, least prompt used, instructional changes and teacher initials. A simple fraction (e.g., number correct out of ten) should always be presented together with the prompt level and any change in task difficulty. Repeated measures matter because comparing different tasks or changing prompts without documenting them can create misleading improvement. Rojo et al. (2022) and Fuchs et al. (2021) provide a rationale for frequent, comparable measurement linked to teaching decisions.

For a provisional decision rule, a target is mastered only when the pupil meets the individualized criterion in three successive planned checks; if performance is variable, maintain the current target and inspect support conditions; if there is little evidence of progress across four documented checks, revisit task difficulty, intensity of support, language clarity and instructional opportunity before raising demands. These numbers are illustrative operational parameters, not universal standards. A separate implementation record should check whether planned lessons were delivered, the required probes were collected and communication was feasible. If records are missing, an apparent lack of improvement cannot be attributed to the pupil or to the IEP model.

The outcome of the current study is an evidence-informed program proposal. A later pilot might allow claims such as "Pupil P03 met an individual letter-recognition target after eight weeks," if authentic baseline, monitoring and implementation records

support that statement. It would not automatically justify broader claims about literacy, independence or causal effectiveness. Those claims would require stronger designs, valid measures and potentially a comparative evaluation.

Theoretical Contribution and Practical Implications

The conceptual contribution is to translate ZPD from a broad principle of progressive support into a sequence of assessable decisions: test independent performance, examine the learner's attainable assisted performance, specify least-needed scaffolds, write a measurable goal and re-evaluate that goal over time. It also separates learning accuracy from the degree of prompting, allowing future research to investigate not only task completion but movement toward independence. The framework adds value through its adaptation to a madrasah that already operates BTQ and PHBI but has limited dedicated support capacity.

For school management, the immediate implication is to establish the smallest reliable cycle of individual assessment, written planning and feedback before scaling services. For teachers, the principal benefit sought is clarity about next-step instruction and the evidence needed to change it. For families, the relevant implication is a negotiated, manageable partnership rather than assuming every household can provide equal input. These are anticipated advantages of a design, not empirical consequences demonstrated in the current dataset.

CONCLUSION

The existing study at MI Al-Hidayah reports 11 pupils in the madrasah's inclusive provision, with many identified by the school as slow learners. Observed literacy and instructional-processing challenges indicate a need for more individual assessment and adaptive instruction. BTQ and PHBI were already operating, but a dedicated special-needs program and planned activities for teachers, IEP design and families had not been implemented in the reported record. The immediate priority is therefore not to claim the success of an IEP, but to make individual learning needs explicit and create an implementable planning process.

This article proposes a ZPD-informed, one-page IEP cycle: initial independent and assisted assessment; selection of one or two priority needs; measurable and attainable goals; specified scaffolding levels; short adapted teaching opportunities; weekly recording; and periodic goal revision. A phased feasibility assessment, consultation, limited pilot and evidence review are recommended before any expansion. School leaders should confirm teacher workload, materials, pupil accessibility and caregiver participation rather than presume they are available. The approach aims to integrate individualized teaching with existing madrasah activities while preserving a clear distinction between school programs and pupil-specific services.

The principal limitations are the absence of named participant totals for the Grade V focus, full interview transcripts, validated learner assessments, pre/post measurements, documented teacher/family feasibility data and implementation or follow-up records for the proposed IEP. The study cannot infer that the plan improved reading, writing, participation or independence. Future research should conduct the proposed pilot, document fidelity and repeated individual learning measures, test the usability of the assessment and prompt codes, and examine how school staffing and family circumstances shape implementation. A stronger longitudinal or comparative design would then be required to evaluate effectiveness and transferability.

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