Implementation of I'dad Class as the Foundation of Education in Islamic-Based Child-Friendly Schools

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Sections Info	ABSTRACT
	Objective: Objective: This research aims to explore the implementation, challenges, and impacts of the I'dad program in Madrasah Ibtidaiyah (MI) based on the principles of Child-Friendly Schools and Islamic values. *Method:* The research method uses a qualitative approach with case studies, involving in-depth interviews, participatory observations, and document analysis. *Result:* The results of the study show that the program focuses on students' academic, social, and emotional readiness through individual and classical approaches and multisensory learning methods. Islamic values such as prayer before study and patience are integrated into daily activities. This program has succeeded in improving students' reading, writing, and motor skills, as well as building Islamic character. However, challenges such as limited media, therapy spaces, and custom module designs are still faced. Regular evaluation, collaboration with parents, teachers, and psychologists are the key to the success of this program. *Novelty:* With continuous development, the I'dad program has the potential to become an inclusive education model based on Islamic values to support students' readiness to study in Indonesia.

INTRODUCTION

Basic education at the global level continues to undergo transformation to meet the demands of the 21st century. An inclusive and child-friendly approach is one of the priorities in international education policy, as recommended by UNESCO and UNICEF [1]. Inclusive education has emerged as a major topic in both research and professional practice as well as a pressing issue on the education policy agenda in many countries [2]. Child-Friendly Schools (SRAs) are concepts that prioritize student well-being by providing a safe, inclusive learning environment, and supporting children's holistic development, both physically, mentally, and socially [3]. This approach aims to guarantee every child's right to quality education, especially in supporting students' transition from pre-school to formal education.

In Indonesia, the concept of Child-Friendly Schools has been adopted into national education policies in response to the need for an education system that is more adaptive to the needs of students [4]. This program aims to create a learning environment that is not only academic but also based on character, local wisdom, and diversity. However, although this concept has been widely implemented, many schools still face obstacles, especially in providing support to new students at the primary education level [5]. At this stage of transition, students often have difficulty adjusting to formal learning routines, especially in motor, cognitive, and social-emotional aspects.

This problem was also experienced by one of the Islamic Elementary Schools X, one of the strategic efforts made to answer this challenge was through the implementation of the i'dad class, which literally means "preparation." The program is designed to prepare students thoroughly, covering physical, mental, and spiritual aspects, so that they are ready for formal learning. Theoretically, the program is in line with Jean Piaget's view of learning readiness which emphasizes the importance of students' physical, cognitive, and emotional development before starting formal education [6]. In addition, in the Islamic perspective, Al-Ghazali emphasized that children's education should begin with the formation of noble morals to ensure balanced development between worldly and ukhrawi aspects [7]. Thus, i'dad classes not only prepare students for academics but also form a strong Islamic character.

However, some facts in the field show that the implementation of transition programs such as i'dad classes has not run optimally in many schools. Previous research has shown that many early grade students face difficulties in adapting, especially in the fine and gross motor aspects that affect their ability to follow formal learning [8]. In addition, other gaps are seen in educational services for students with special needs. Early identification of students with special needs is often overlooked, so they do not receive adequate support [9]. This reflects the gap between the principles of inclusion in Child-Friendly Schools and practices in the field.

In school X, the i'dad class is one of the flagship programs to answer this gap. This program not only focuses on academic readiness but also integrates Islamic values, such as the habit of prayer, congregational prayer, the achievement of the Qur'an and the development of noble character. This activity supports the goal of Islamic education to form a generation with Islamic character. Previous research has shown that transition programs designed with an Islamic approach can improve students' readiness holistically, including in social and emotional aspects [10]. However, although the program has great potential, research on its implementation, constraints, and impact on students is still very limited.

This research aims to fill this gap by exploring the implementation of i'dad classes in Islamic elementary schools X that apply the principles of Child-Friendly Schools. The research focus includes how the program is designed, implemented, and evaluated, as well as how Islamic values are integrated in support of inclusion principles. This research is expected to make a theoretical and practical contribution in developing an inclusive transitional education model based on Islamic values. The findings of this study are also expected to be a reference for other schools in developing similar programs to create a more adaptive, inclusive, and child-friendly learning environment.

The Concept of the I'dad Program in Islamic Basic Education

The i'dad program, which literally means "preparation," is part of the Islamic educational tradition that emphasizes the formation of students' overall readiness before entering formal education [11]. The i'dad class is designed to meet the needs of students in the physical, mental, and spiritual aspects, especially in supporting the transition from a pre-school environment to elementary school [12]. This program serves as an initial

foundation for building motor skills, habituating Islamic characters, and social adaptation of students. In Al-Ghazali's view, the child's early education should begin with instilling noble morals that will be the foundation of the student's character and emotional intelligence throughout his life [7]. Thus, the i'dad class has an important role in preparing students holistically.

Theoretically, the concept of the i'dad class is also in line with Jean Piaget's view of readiness to learn. According to Piaget, a child's learning readiness is influenced by their cognitive, motor, and social-emotional development [13]. In the context of the early classroom, children need hands-on experiences involving physical and emotional activity to develop their learning skills. In the perspective of Islamic education, the i'dad class integrates religious values with modern developmental theory, making it a unique approach to support students' academic readiness and character.

In the context of Islamic-based education in Indonesia, the i'dad class is one of the strategic steps to overcome educational challenges in early grade students. Previous research has found that early grade students often have difficulty adapting due to limited motor skills, learning attitudes, and lack of habituation of Islamic characters in previous education. With the i'dad program, students not only gain the motor and cognitive skills necessary for formal learning, but are also introduced to Islamic values such as the habit of prayer, reading the Quran, and performing congregational prayers [14].

Guidance and Counseling (BK) Perspective

Guidance and Counseling (BK) has a strategic role in supporting the implementation of the i'dad program in elementary schools. BK teachers are not only tasked with identifying students' needs, but also providing preventive and curative services to help students overcome difficulties in adapting during the transition period [15]. Gysbers and Henderson explain that BK services at the basic education level aim to support students' social, emotional, and academic development in a holistic manner [16]. In the i'dad program, BK services are designed to help students build social skills such as cooperation, respect differences, and communicate effectively.

Research shows that BK services in the i'dad program contribute significantly to improving students' adaptability. Febriansyah found that intensive mentoring by BK teachers allows students who have difficulties in social-emotional aspects to adapt better to the school environment. For example, students who initially experience barriers to socializing may be engaged in group games designed to build confidence and communication skills [17]. Activities like this create an environment that supports the principle of inclusion in Islamic-based Child-Friendly Schools.

In addition, BK teachers are also tasked with early identification of students with special needs through simple assessments such as behavioral observation and social interaction. Data from these assessments are used to design appropriate interventions, such as physical therapy services or behavioral therapy [18]. This approach allows students with special needs to get the support they need to develop optimally, as well as affirming that the active involvement of BK teachers in transition programs such as i'dad is essential to create a welcoming and inclusive learning environment.

Psychological Perspectives: Motor Development and Learning Attitudes

Motor readiness and learning attitudes are two important aspects in the success of early childhood education, especially during the transition to formal education. In Jean Piaget's view, children of primary school age are at a concrete operational stage, where they need hands-on experience to develop their cognitive and physical skills. Motor activities, both subtle and rough, are an integral part of building children's learning skills. Fine motor includes abilities such as writing and drawing, while gross motor involves physical activities such as running, jumping, and playing ball [13].

The i'dad program at Islam X elementary school is designed to support these two motor aspects through structured activities. Activities such as writing hijaiyah letters, drawing patterns, and compiling puzzles are used to train students' fine motor skills. Meanwhile, activities such as Islamic gymnastics, jumping rope, and other physical games help develop gross motor skills. Gallahue and Ozmun state that structured motor activity not only supports students' physical development but also improves their ability to concentrate and follow formal learning.

Learning attitudes such as discipline, motivation, and responsibility are also the main focus in the i'dad program. Islamic habits such as reciting prayers together before studying, maintaining cleanliness, and following class rules help students develop a positive attitude toward learning. Dweck through the concept of growth mindset emphasized that consistent habituation can build students' intrinsic motivation to learn and face challenges. With this approach, the i'dad program not only prepares students physically but also builds a strong Islamic character.

Islamic-Based Child-Friendly Schools

Islamic-based Child-Friendly Schools (SRAs) are educational approaches that integrate Islamic values with the principles of inclusion, safety, and child welfare. According to UNICEF, child-friendly schools should create a learning environment that is safe, comfortable, and supports the holistic development of students. In the context of Islam, these values are in line with the principle of rahmatan lil 'alamin which emphasizes compassion, respect for children's rights, and justice in education. The i'dad class is one of the real efforts in realizing this principle in Islamic-based schools.

Research by Azizah et al shows that transition programs such as the i'dad class are able to create a safe and inclusive learning environment for early grade students. With activities such as prayer habits, congregational prayers, and Islamic stories, students not only feel comfortable but also get to know Islamic values in depth. This program supports the achievement of the goal of Islamic education to produce a generation that is not only academically intelligent but also has a strong Islamic character.

However, the implementation of the i'dad program also faces challenges, especially in providing inclusive educational services for students with special needs. Hasanah et al's research found that although many schools have implemented transition programs, support for students with special needs is still often overlooked. By improving this aspect, the i'dad program in Islamic-based schools can be a better model to support the principles of inclusive and Islamic values-based Child-Friendly Schools.

RESEARCH METHOD

Qualitative Research

The qualitative method was chosen in the research of the i'dad program in Islamic elementary schools because this approach allows in-depth data mining regarding the experience, understanding, and implementation of the program by the implementers, including BK teachers, classroom teachers, and principals. This approach is also appropriate to understand how Islamic values and the principles of Child-Friendly Schools are applied in the context of formal education.

Research Approach

The approach used is a case study to comprehensively explore the implementation of the i'dad program in Islamic-based schools. Yin explained that case studies are suitable for understanding complex phenomena in a particular context, especially when researchers want to explore how and why a program is run. In this case, the focus of the research is on the implementation, obstacles, and success of the i'dad program in supporting the transition of early grade students.

Research Subject

The research subjects consist of program implementers, including BK teachers, classroom teachers. Subjects were selected by purposive sampling, which is based on their relevance to the i'dad program. This approach allows for the collection of rich information from individuals who have first-hand experience with the program.

Data Collection Techniques

This qualitative research uses several data collection techniques to ensure the depth of information:

In-Depth Interview: Conducted with BK teachers, classroom teachers, and principals to explore their understanding of the goals, planning, implementation, and evaluation of the i'dad program. The interviews also cover how Islamic values are integrated and how the inclusion approach is applied.

Participatory Observation: The researcher directly observed the implementation of the i'dad program, including routine activities such as prayer habituation, motor activities, and therapy sessions for students with special needs. These observations help capture the dynamics of interaction between students, teachers, and the school environment.

Documentation: Additional data is collected through documents such as program modules, student progress records, and evaluation reports. This documentation provides an overview of the structure and formal implementation of the program.

Data Analysis Techniques

Data analysis is carried out inductively, namely based on patterns of findings from field data. Miles, Huberman, and Saldana explain that data analysis in qualitative research involves three main stages: data reduction, data presentation, and drawing conclusions. The following are the stages in the analysis of this research data:

a. Data Reduction: Data from interviews, observations, and documentation is selected, simplified, and categorized based on key themes, such as planning, implementation, and evaluation of the i'dad program.

b. Data Presentation: Reduced data is presented in the form of narratives, tables, or diagrams to provide a clear picture of program execution.

c. Conclusion: The researcher draws conclusions based on the patterns of findings that emerge, such as the effectiveness of the inclusion approach, the impact of Islamic values in the formation of students' character, and the obstacles faced by program implementers.

Data Validity and Reliability

To ensure the validity of the data, the triangulation technique of sources, methods, and time is used. Denzin stated that triangulation can improve the validity of research results by comparing information from various sources and techniques. In this study, data from interviews were compared with observation results and documentation to ensure the consistency of findings.

Research Procedure

This research was carried out in several stages:

a. Preparation Stage: Includes identification of problems, determination of research locations and subjects, as well as preparation of interview instruments and observation guides.

b. Data Collection Stage: Data was collected through in-depth interviews, participatory observations, and documentation during the i'dad program.

c. Analysis and Interpretation Stage: Data are analyzed inducively to find patterns of findings that are relevant to the research objectives.

d. Reporting Stage: The results of the research are prepared in the form of a narrative report that describes the implementation of the i'dad program in depth.

RESULTS AND DISCUSSION

Results

The results of this study were compiled based on data obtained through qualitative methods with in-depth interviews, participatory observations, and documentation. The analysis was carried out inducively to find patterns of findings that are relevant to the implementation of the i'dad program in Islamic elementary schools. The following are the results and discussions in accordance with the aspects of planning, implementation, and evaluation of the program.

 Program Background and Objectives

The background of the I'dad program is present because in grade 1 there are still students who have not completed their learning readiness. These students who have not completed can take part in classroom learning but are given special additional hours to overcome problems for them. Students who have not completed are not unable to learn but need special companions and additions to things that are lacking in them. Because every child has the same right to learn. In order not to be left behind during the learning

process in class, special children who have been screened to find out what completeness and shortcomings do not exist, are given treatment by participating in the I'dad program. Each child has their own category. Some have difficulty in reading, writing, rough and subtle mooric.

The purpose of the I'dad program for grade 1 is to provide services to students who have not completed or have difficulty reading, writing and motor disorders. In the Qur'an Surah Abasa verses 1-4

"He (the Prophet Muhammad) had a sour face and turned away. because a blind man (Abdullah bin Ummi Maktum) had come to him. Do you know that he may want to purify himself (from sin). Or does he (want) to be taught so that it is beneficial to him?"

Figure 1. Qs. Al- Hujurat verse 11.

In addition to the Quran of Surah Abasa and Surah Al Hujurat above, the ministerial regulation on inclusive schools, in the circular of the Director General of Primary and Secondary Education of the Ministry of National Education number: 380/C.C6/MN/2003 concerning inclusive education. "Inclusion education is education that includes children who have special needs (extraordinary children) to learn together with their peers in public schools".

From the 2 letters above and the Ministerial Regulation on inclusive children's schools, that every child has the same rights in an education. If there are differences in physical or other abilities, it does not reduce the child's opportunity to learn the same as normal children in general. Give the opportunity to develop his abilities by using special methods so that he soars the same as children in general.

Curriculum and Activities

1.   Curriculum delivered during I'dad class

Table 1. Curriculum implementation of the I'dad class based on group levels (A, B, and C).

Group A	Group B	Group C
Getting to know the letters	Concentration Exercises (learning to sit, putting balls in baskets, copying names, typing names)	Multi Sensors
Getting to know the word		Getting to know the same and different shapes
Getting to know the syllables	Brain gym	Letter Introduction Using Green Bean/Rice/Magic Sand
Geometric drawing	Motion therapy	
Write letters with markers in a box book	Playing with letters	Letter recognition with folded paper and pasted
Read	Read	Geometric drawing
	write	

*) Each child who has completed in the group stage will move up to the next group until the final stage and completion.

2.   Designing activities that support the:

a.   Make a treatment curriculum in accordance with the development and age of the child that should have been given at the pre-calcistung age but was carried out at grade 1

b.   Using fun activities with multi-sensory that are centered on students' motor

c.   Using learning media in each of the materials.

3.   For the special modules that are made are not specific, but there are stages when providing activities, namely:

a.   Class I'dad group A/B/C

b.   Materials to be delivered

c.   Media used

d.   Stages :

- Opening (praying, student absence, giving motivational words & activities to be done today)
- Core (Learning with media, practice and evaluation)
- Conclusion (Conclusion of the activity, prayer and closing)

Record the evaluation every time the activity is completed

Student Identification

1.   The student identification process begins with :

- Screening for all students during MPLS (first week of the school year).
- The screening team decides on the children who are indicated as prospective I'dad students.

- Coordinate first with homeroom teachers regarding students who have difficulties in learning to ensure that when interacting or doing activities during MPLS, difficulties arise from students or not.
- After obtaining the data, a joint meeting was held between BK teachers and school psychologists to convey the results. Then, prospective I'dad students are formed according to the categories of difficulties experienced: light, medium and severe.
- Then, a plan was made of what activities you want to do during the I'dad program.

2. Instruments when assessing students' readiness in terms of motor with :
   - Direct observation
   - Motor test: is carried out when after observing the student it turns out that something is missing and then confirms by being given a motor test such as throwing and catching the ball, jumping with one foot, or walking on a straight line
   - Recording (assessment of observation and test results)

For instruments from a cognitive perspective, it is usually through an intelligence test from psychology and a diagnostic assessment from a classroom teacher/homeroom teacher. Meanwhile, emotional is also not much different from a motor aspect, through direct observation and confirmation also to the student's parents when at home.

Collaboration with Other Parties

1. Yes, it involves classroom teachers, parents of students, principals, school psychologists and BK teachers. Technically, it is usually more for the classroom teacher during the learning process in the classroom Ananda can take part in the same learning activities as other students. However, there is usually a notification if there is material that is incomplete or I'dad students have not been able to do so, then they are given relief with other questions or different methods. It is not always differentiated but sometimes I'dad students are more adjusted to the conditions of their class.

For parents, at the beginning of the meeting, instructions are always given for students who experience this deficiency to be monitored, accompanied by stimulus also when at home. So that the completeness can be 100%. So that cooperation is established between school and home.

2. The role of BK teachers:
   - Designing fun and positive activities for students
   - Provide positive support to students for enthusiasm in learning
   - Building a good emotional closeness to children, so that they don't feel bored and continue to want to develop.
   - Provide 100% opportunities for children to learn (practice) in activities

Implementation of Activities

1. Routine activities:
   - Opening the activity with greetings and enthusiasm

- Asking how they are doing and asking how they feel today
- Convey the activities to be carried out and agreements in the I'dad learning activities
- Role playing students use sensory media that has been prepared
- Students will take turns being seen by the teacher
- Work on tasks on a box book that has been provided
- Evaluate today's activities
- Motivating for a better tomorrow
- Closing

2. Physical activity for gross motor development is throwing and catching the ball, walking on a walkway, jumping and walking, and running.
3. Subtle motor activities are: drawing geometric shapes flat and is able to distinguish shapes from drawings. If you are able to draw geometrically, you can recognize the letters from the flat building to be used as writing. Practice writing from geometric drawing origins. In addition, write names or draw on rice or you can make geometric drawings using magic sand.

Approach and Method

1. Approach used: Individual & Classical approach but the process of delivering material in a classical manner.
2. Islamic values are applied in daily activities :
   - Before learning, children are accustomed to reciting prayers, so that whatever activities they want to do are prioritized to read bismillah so that they are given convenience and help and rewards
   - Students are always reminded to be patient. In their daily lives, if there are lessons that are difficult to understand or difficult to do, students can be patient in the process of understanding and solving the problems.
3. Pay special attention to an individualized approach if students cannot follow classically. There are students who experience dyslexia, but when introducing letters, they cannot have special time so that the child can understand and stick well in his mind. So that when it is classical, only when playing media or multi-sensory, so that there is still socialization with friends.

Interventions for Students with Special Needs

The initial assessment of the results of the screening test during PPDB and the results of interviews with parents with school psychologists came out so that the results stated that 2 students had special needs at school, namely epilepsy who had an autistic tendency and motor disorders. After knowing the results, a special therapy schedule was made for 2 students as a service to help students in completing the things that were in them. In a week there are 3 meetings with a time of 45 minutes. The curriculum made is also in accordance with the needs of students. The curriculum for students with epilepsy and autism-prone focus on independence and fine motor skills. And the curriculum for motor disorder students is more about fine and gross motor and understanding a concept of things.

Challenges certainly exist from every child during therapy, but the way I overcome it: I give a break to rest first if Ananda starts to lose concentration and has difficulty controlling or listening to instructions. If so, he was talked to and motivated so that Ananda wanted to continue his therapy.

The Role of BK Teachers

1. Assist students in resolving the delays that exist in them
   Reinforcing that Ananda was able to follow the completion of the
   Designing a fun learning curriculum.

2. My way of motivating is by giving a game or some kind of ice breaking. Youthfulness, from games or ice breaking, is strengthened by being talked to face to face, to be reminded of the purpose of therapy and what the results are for. Once finished, resume.

Obstacles and Solutions

Obstacle: students start to be unfocused, tired/tired during the I'dad program. The implementation time is 30 minutes for a total of 5 students, sometimes less.

Solution: Before learning starts, students are given directions by agreement during the activity so that the time runs according to their schedule even though sometimes it is more than 30 minutes.

Evaluation Process

The evaluation process is carried out every 2 weeks with school psychologists through a live/online meeting with zoom or through a Whatsapp group. Because the results of the development of the program can be evaluated after 3 hours for the entire number of meetings. 3 meetings a week, with each meeting lasting 30 minutes.

The instrument used in assessing the success of each student is using :

a. Using observation sheets / student progress journals from the beginning from I'dad until students progress

b. Assessment scale after reading and writing practice tests.

c. Conducting interviews with classroom teachers and guardians regarding Ananda's learning progress at home and school, whether or not he has progressed.

Fine motor and gross motor evaluation, namely: direct observation, giving special tests of fine motor and gross motor at the beginning and at the end to find out the development and changes. Evaluation of learning attitudes can be done by making observations while in class or outside the classroom, then recording important things from observation and reflection.

Parent Involvement

Evaluation process with parents: yes, the way is to convey through a meeting with the student's parents between the school psychologist, BK teacher and guardian. Guardians can also provide input in the form of criticism and suggestions when the program is given to their child.

Alhamdulillah, there are those who respond well because some parents work so sometimes mentoring is not optimal if you only rely on learning at home. And the existence of the I'dad program is very helpful in reducing student delays. However, there

are also those who feel that it is not optimal because of the program schedule that is carried out during the learning process in class. So he asked for special hours that did not take the class learning hours. However, classroom learning hours are not carried out during the academic general maple. The BK teacher took the concept that had been given in class, then continued I'dad.

Results and Impact

Main results that have been achieved: Students are able to read fluently and write completely which is no longer incomplete writing because the letters are incorrect/forgotten. Students become independent when learning, especially in doing the assigned assignments. Students become confident because they are able to solve the inability to become able. And difficulties in gross and fine motor are seen with limbs that are no longer rigid and balanced according to what is done.

Students' readiness to enter grade 1 is very necessary, because the current curriculum is undergoing changes in accordance with the times, knowledge is developing faster so that inevitably children need to adapt quickly so as not to be left behind. Meanwhile, there are still students who still need help because they have not completed their studies in kindergarten. If left untreated and not given special treatment, the child will feel stressed because he cannot follow quickly and will find it difficult to understand in the future with the addition of more knowledge or maple. Therefore, the I'dad program is enough to help these students who are left behind, so that they immediately rush and are not burdened when they have reached the top level. Although the process is not easy, some are fast and take longer to solve the shortcomings.

Reflection and Improvement

What needs to be improved: Creation of a neater and more specific program design such as modules, methods, time duration and has a more precise and standard assessment of progress. Because technically the activity is carried out but the module is not specific.

Future development: more prepared programs that become typical of I'dad, providing many reference books for reading practice for I'dad students so that this reading practice is not only possible but grows a love for reading and writing according to the stages.

According to Guru BK, the role of the idad program in supporting Islamic-based child-friendly schools in schools is very important because this role provides full support to students either individually or classically (group) helping students grow and develop well and optimally in terms of academic, social, emotional and even personal skills of children. So that children are not left to do nothing, but are helped and served so that the child can develop and skyrocket just like other friends. And maybe it doesn't exist in other schools, to the point of detail or very much attention to children who are lacking. Because a child who can't do it doesn't mean he fails but a lack of attention and the right stimulus so that they are less fast with other friends. And this role also supports each other from classroom teachers, mapel teachers or other teachers so that everyone takes part in providing the best and is in accordance with child-friendly schools. Not

completely, because for students with special needs, it is very new this year so in the process there are still many shortcomings and need to be improved or redeveloped. Limited tools or media and places for students with special needs during therapy.

Discussion

The I'dad program is a strategic effort to handle grade 1 students who have not reached optimal learning readiness. The background of the program is based on the fundamental need of every child to get an equal education, including those with learning difficulties or limitations in motor, cognitive, and emotional skills. This approach is in line with Islamic values, as reflected in QS. Abasa verses 1-4 and QS. Al-Hujurat, who emphasizes the importance of inclusivity and provides learning opportunities to every individual without discrimination.

The I'dad program is also in line with the inclusive education policy as stated in the Regulation of the Minister of National Education Number 380/C.C6/MN/2003, which underlines the importance of accommodating the needs of children with special needs in the public school environment. Thus, the program is not only pedagogically relevant but also legally and normatively.

The curriculum of the I'dad program is designed to accommodate the needs of students with varying levels of difficulty, from reading, writing, to gross and fine motor skills. The groups of activities divided into categories A, B, and C showed differentiation that took into account the level of child development. Multisensory learning methods, such as the use of magic sand media, folding paper, or physical activity, provide a fun and effective learning experience for students.

The program includes an individualized and classical approach, with the application of learning methods that adapt to the student's conditions. This is important in the context of Islamic-based child-friendly education, where each student is served according to their needs and potential. In addition, parental involvement in the learning, evaluation, and therapy process is key to the success of this program. Collaboration between classroom teachers, BK teachers, school psychologists, and parents creates synergies that support optimal student growth.

However, the implementation of this program faces several challenges, such as limited time, media, and space for therapy for students with special needs. In addition, the creation of special modules that are more systematic and specific is still a homework that needs to be completed so that this program has more standard and standardized guidelines.

The results of the program's implementation showed positive impacts, such as improving students' reading and writing skills, motor skills, and confidence. This program also helps students to be better prepared to face the demands of learning in the classroom. However, further evaluation and development are needed, including the provision of more varied learning media and improvements to therapy tools.

CONCLUSION

Fundamental Finding : The I'dad program is a relevant and effective inclusive education innovation in helping grade 1 students who have not reached optimal learning readiness. This approach based on Islamic values and inclusion policies demonstrates a commitment to creating a child-friendly education that is oriented towards the holistic development of students. With multisensory methods, an individualized approach, and collaboration between parties, the program successfully improves students' academic, social, and emotional abilities. **Implication :** The results highlight the importance of integrating Islamic values and inclusive practices to strengthen learning readiness and character building in early education. **Limitation :** However, the sustainability and effectiveness of this program require further refinement, especially in terms of module development, learning media, and provision of therapy facilities. **Future Research :** With periodic evaluation and continuous development, future studies can focus on optimizing these aspects so that the I'dad program can serve as a best practice model to support Islamic-based child-friendly schools and inclusivity in Indonesia.

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