Educational Management of PAI Learning Integrating Factual, Conceptual, Procedural, and Metacognitive Knowledge Dimensions

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ABSTRACT

This study aims to examine the dimensions of knowledge—factual, conceptual, procedural, and metacognitive—in Islamic Religious Education (PAI) learning as mandated by Regulation of the Minister of Education and Culture Number 54 of 2013. Employing a library research method, this study analyzes various academic sources, including books, journals, official curriculum documents, and relevant scholarly literature related to the 2013 Curriculum. The findings indicate that PAI learning integrates four essential knowledge dimensions. Factual knowledge encompasses students' understanding of terminology, vocabulary, symbols, and sources of Islamic teachings. Conceptual knowledge involves comprehension of definitions, classifications, general principles, and structural relationships within religious concepts. Procedural knowledge is reflected in students' mastery of religious practices, such as the steps of ablution and the implementation of Hajj rituals. Meanwhile, metacognitive knowledge emphasizes students' awareness of their own learning processes, including memorization and reflection on Qur'anic verses and Hadith. The study implies that integrating these knowledge dimensions through a holistic instructional approach can enhance the effectiveness of PAI learning and support students' higher-order cognitive development, enabling them to understand and apply Islamic teachings more meaningfully.

INTRODUCTION

Education plays a crucial role in shaping human personality and developing individuals throughout their lifetime, both inside and outside the classroom. Education is not limited to formal learning but also includes informal processes that nurture cognitive, emotional, and spiritual aspects of students (Dahwadin & Sifa, 2019). It serves as a primary medium for cultivating

intelligence, creativity, morality, and social competence, preparing individuals to adapt effectively to modern challenges (Yahiji et al., 2018). The current societal demand emphasizes that students not only acquire knowledge but also develop the ability to think critically, act ethically, and demonstrate social responsibility. Therefore, evaluating and improving educational systems is vital for sustaining societal progress (Barokah, 2025; Hasani, 2025; Maisuroh & Jamil, 2024; Makiyah, 2024; Mukarromah, 2025). With Indonesia striving to cultivate a competitive and adaptive generation, understanding the effectiveness of educational practices, particularly in Islamic Religious Education, is paramount. This research addresses this need by exploring how educational strategies and assessment methods can enhance student knowledge comprehensively, ensuring that the learning outcomes align with both cognitive and moral development standards .

Despite the recognized importance of education, the implementation of effective learning strategies in Indonesian schools faces several challenges. Nationally, schools often encounter constraints related to inadequate infrastructure, limited teaching resources, and uneven teacher competencies, which can hinder optimal student development (Salman, 2018). Moreover, curriculum reforms such as the 2013 Curriculum (K-13) require teachers to adapt their pedagogical approaches to be more student-centered, integrative, and reflective, emphasizing both knowledge and character development (Ali, 2018). Many schools struggle to balance theoretical instruction with practical and meaningful learning experiences that foster reflective thinking and problem-solving abilities (Kusumawati, 2025; Najiburohman et al., 2025; Syafiih, 2025). Furthermore, the assessment system in schools frequently fails to provide timely feedback for student improvement, leading to gaps in knowledge acquisition. These issues underscore the necessity of exploring comprehensive educational practices, especially in the context of Islamic Religious Education, where moral, cognitive, and spiritual dimensions intersect, requiring a holistic approach to curriculum implementation and student evaluation (Mulyasa, 2018).

Observations reveal that in many madrasahs and secondary schools, the teaching of Islamic Religious Education (PAI) remains largely subject-centered, emphasizing separate content areas such as Qur'an, Hadith, Fiqh, Aqidah, and SKI without fully integrating them into a thematic or holistic framework (Rahmat, 2022). Students often receive fragmented instruction that prioritizes rote memorization over understanding, reflective thinking, and practical application of religious principles (Santri, 2020). Consequently, learners may acquire factual knowledge without adequately developing conceptual, procedural, or metacognitive skills. This phenomenon is exacerbated by the limited adaptation of modern pedagogical strategies and the reliance on traditional assessment practices, which primarily measure recall rather than

higher-order thinking (Djuwairiah, 2023). The gap between curriculum expectations, teacher competencies, and student outcomes presents a pressing problem that necessitates research into integrative learning approaches and assessment methods (Arifin, 2024; Dewi et al., 2024; Fauzi et al., 2025; Maulidy, 2025; Rohmatillah & Jannah, 2024; Safitri & Lateh, 2024). Addressing this issue could enhance students' overall competence, preparing them to apply religious knowledge in daily life and engage effectively with broader societal challenges.

Previous studies have highlighted the importance of knowledge dimensions factual, conceptual, procedural, and metacognitive—in educational settings. Gotriansyah, Kukuh, & Widi Winarni (2021a) emphasize that factual knowledge forms the foundational symbols and information, conceptual knowledge organizes topics systematically, procedural knowledge outlines structured steps for performing tasks, and metacognitive knowledge enhances self-awareness and strategic thinking. Research on the 2013 Curriculum (K-13) indicates that it aims to cultivate reflective thinking and character development, integrating cognitive and ethical education (Robbaniyah, 2023). However, empirical evidence on the application of these knowledge dimensions in Islamic Religious Education remains limited. While some studies examine the theoretical frameworks of knowledge acquisition, few investigate practical classroom strategies and assessment methods that holistically address all four dimensions, particularly in madrasah or vocational school contexts. This gap suggests the need for research that connects curriculum design, teaching strategies, and student evaluation in PAI learning, bridging theoretical knowledge with applied pedagogical practices.

Moreover, while several researchers have studied curriculum development and character-based learning in Indonesia, existing literature often lacks focus on the operationalization of knowledge dimensions in religious education (Widodo, 2023; Daulay, 2019). Many studies emphasize curriculum policies and pedagogical theory but provide insufficient empirical analysis of how students demonstrate competencies across factual, conceptual, procedural, and metacognitive domains. The assessment practices in Islamic Religious Education are often underdeveloped, focusing mainly on memorization of Qur'anic verses and doctrinal knowledge without integrating practical or reflective evaluation (K Syarifuddin, 2018). Therefore, this research contributes by examining how knowledge dimensions are applied in classroom practices and assessment within PAI learning (Gotriansyah, Kukuh, Endang Widi Winarni, 2021a; K Syarifuddin, 2018). By investigating these dimensions in depth, the study addresses a critical research gap, offering insights for educators to optimize curriculum implementation and evaluation strategies in alignment with the goals of holistic student development and competency-based education.

This study introduces a holistic approach to analyzing Islamic Religious Education by integrating the four knowledge dimensions into both curriculum implementation and student assessment processes. Unlike prior studies that primarily focus on theoretical aspects or fragmented instructional practices, this research evaluates how factual, conceptual, procedural, and metacognitive knowledge can be developed and measured systematically in a classroom setting (Djuwairiah, 2023). The novelty lies in connecting the principles of K-13 curriculum, assessment strategies, and educational management to enhance student learning outcomes. This state-of-the-art approach ensures that students not only memorize religious content but also develop reflective thinking, practical skills, and self-awareness, preparing them to apply religious knowledge meaningfully in daily life and society . Such integration provides actionable recommendations for educators, school leaders, and policymakers to enhance curriculum design, instructional practices, and assessment mechanisms, thereby advancing the quality of Islamic Religious Education in contemporary Indonesian schools.

Based on the literature review and field observations, the central research problem addresses how knowledge dimensions factual, conceptual, procedural, and metacognitive are implemented in Islamic Religious Education learning and assessment, and how these dimensions contribute to holistic student development. Preliminary arguments suggest that although the 2013 Curriculum emphasizes character, reflection, and competence, the lack of integrated teaching and assessment strategies limits students' ability to internalize and apply knowledge effectively. This research contributes by providing empirical insights into instructional and evaluation practices that operationalize all four dimensions of knowledge, offering guidance for teachers, school administrators, and curriculum developers. Ultimately, the study aims to strengthen educational management and pedagogical strategies in PAI learning, enhancing students' cognitive, procedural, and metacognitive competencies while ensuring alignment with national curriculum standards and holistic educational goals.

RESEACH METHOD

This study employs a qualitative research design, specifically a library research (Library Research) approach. The qualitative approach is chosen because it allows for an in-depth, interpretative understanding of educational phenomena, particularly in the context of knowledge dimensions in the 2013 Curriculum within Islamic Religious Education (Safitri Elen, Yoana Lesma, & Yani Rahma, 2022). By using a qualitative design, the study emphasizes descriptive analysis and contextual interpretation of data from various literature sources, aiming to construct meaningful insights and theoretical contributions

related to conceptual, procedural, and metacognitive knowledge dimensions.

Data collection is conducted through a comprehensive review of relevant sources, including books, magazines, journals, and other scholarly literature related to the research topic. The process involves identifying, selecting, and gathering information from previous studies that support the theme and objectives of this research. The emphasis is on sourcing credible and up-to-date references to ensure that the findings accurately reflect current knowledge and educational practices (Safitri Elen, Yoana Lesma, & Yani Rahma, 2022).

The collected data is analyzed using a systematic qualitative approach. Initially, the study identifies relevant findings from the reviewed literature. These findings are then categorized according to the knowledge dimensions: conceptual, procedural, and metacognitive. The analysis process includes synthesizing the literature, comparing previous research results, and interpreting the implications for Islamic Religious Education. Finally, the study develops and presents these insights as a coherent contribution, emphasizing the role of knowledge dimensions in enhancing teaching and learning practices (Safitri Elen, Yoana Lesma, & Yani Rahma, 2022).

RESULT AND DISCUSSION
Bloom's Taxonomy Concept

Bloom's Taxonomy is a hierarchical framework that classifies learning objectives from lower to higher-order thinking skills. It is structured to guide educators in systematically developing students' cognitive abilities. The taxonomy consists of three domains: cognitive, affective, and psychomotor (Hasanah et al., 2024; Khoiroh, 2025; Ma'isyah et al., 2024; Setiawan & Rizal, 2024; Windiasari et al., 2025). The cognitive domain emphasizes six levels of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation. Each level builds upon mastery of the preceding one, providing a structured pathway for students to progress from basic understanding to higher-level critical thinking and problem-solving. Integrating Bloom's Taxonomy into educational management allows school administrators and teachers to design curricula, instructional strategies, and assessment tools that align with students' cognitive development stages, ensuring educational processes are structured, systematic, and effective. This approach enhances learning outcomes by linking instructional planning with measurable learning objectives and institutional goals.

Factual Knowledge Dimension

Factual knowledge forms the foundational base of learning, encompassing essential information, terminology, symbols, and specific details relevant to a discipline. In the context of Islamic Religious Education, students are introduced

to basic elements such as Arabic letters, religious terms, vocabulary, and important events or figures. Educational management plays a crucial role in ensuring that resources, teaching strategies, and classroom practices are organized to facilitate consistent acquisition of factual knowledge. Administrators can support teachers by providing learning materials, structured lesson plans, and targeted guidance to help students systematically build their foundational knowledge. This ensures that students acquire the necessary building blocks for understanding complex concepts and processes.

Conceptual Knowledge Dimension

Conceptual knowledge involves understanding abstract ideas, relationships between concepts, and mental representations that form coherent knowledge structures. Students in Islamic Religious Education develop conceptual knowledge by learning classification systems, general principles, theories, and structured frameworks, such as rules of Tajwid, Fiqh laws, and Quranic interpretation. From a management perspective, school leaders must ensure that curriculum design integrates conceptual frameworks in lesson planning, while teachers employ teaching strategies that foster critical thinking and concept mapping (Hasanah et al., 2024; Khoiroh, 2025; Ma'isyah et al., 2024; Setiawan & Rizal, 2024; Windiasari et al., 2025). Effective management supports structured instructional approaches and assessment methods that help students connect discrete pieces of information into comprehensive and meaningful knowledge, promoting a deeper understanding and practical application.

Procedural Knowledge Dimension

Procedural knowledge emphasizes the "how" of learning, including step-by-step methods, skills, techniques, and processes needed to perform specific tasks. In Islamic Religious Education, students learn procedures such as performing ablution, the steps of Hajj, and application of religious laws (Badriyah, 2025; Holid, 2025; Kholifah et al., 2024; Naningsih et al., 2024). From an educational management standpoint, procedural knowledge requires organized practical sessions, instructional supervision, and resource allocation. School administrators must coordinate materials, workshops, and practical laboratories to ensure students can practice and internalize procedures efficiently. Proper management ensures that procedural knowledge is taught systematically, evaluated effectively, and aligned with learning goals, resulting in enhanced student competence and skill readiness.

Metacognitive Knowledge Dimension

Metacognitive knowledge involves awareness and regulation of one's own thinking and learning processes. It enables students to plan, monitor, and evaluate their learning strategies, fostering independent, reflective, and adaptive learners. In Islamic Religious Education, students develop metacognitive skills

by strategizing memorization of Quranic verses, independently exploring exercises, and applying learned concepts to real-life ethical scenarios. Educational management contributes by implementing instructional frameworks that encourage autonomy, reflection, and self-assessment. Administrators and teachers coordinate activities that promote strategic thinking, conditional knowledge application, and self-awareness, creating a learning environment where students actively manage and optimize their cognitive processes.

Integration of Knowledge Dimensions in Islamic Religious Education

The integration of factual, conceptual, procedural, and metacognitive knowledge in Islamic Religious Education enhances the quality and effectiveness of learning outcomes. Educational management ensures that all four dimensions are systematically incorporated into curriculum planning, teaching strategies, and assessment procedures. By linking knowledge dimensions with structured instructional design, school administrators can monitor and evaluate both teacher performance and student achievement. Effective management practices, including resource allocation, teacher training, and curriculum supervision, are essential to ensure that students not only acquire knowledge but also develop the ability to apply, analyze, and reflect on it. This approach prepares students to become competent, ethical, and independent individuals capable of contributing positively to society.

Implications for Educational Management

Incorporating the four dimensions of knowledge into Islamic Religious Education requires careful planning, coordination, and continuous evaluation within the school management system. Administrators play a key role in providing clear guidelines, professional development, and sufficient resources for teachers to implement these dimensions effectively. Through structured management practices, schools can ensure that students progressively develop higher-order thinking skills, practical competencies, and metacognitive awareness. This integrated approach bridges the gap between educational theory and practice, resulting in holistic student development that aligns with institutional objectives and national education standards.

CONCLUSION

The most significant finding of this study is that integrating factual, conceptual, procedural, and metacognitive knowledge provides a comprehensive framework for student learning in Islamic Religious Education. Factual knowledge equips students with fundamental terminology, symbols, and essential details, forming the foundation for more complex cognitive processes. Conceptual knowledge develops students' ability to understand definitions,

classifications, and structures, allowing them to connect ideas and apply reasoning effectively. Procedural knowledge emphasizes practical skills and step-by-step processes, enabling students to perform religious practices such as ablution, Hajj rituals, and legal procedures with accuracy. Metacognitive knowledge fosters self-awareness and independent learning, encouraging students to monitor, evaluate, and take responsibility for their own thought processes. The key lesson from this research is that a holistic approach to knowledge development not only strengthens academic competence but also cultivates critical thinking, autonomy, and practical skills among students, demonstrating the value of aligning educational content with cognitive frameworks.

In terms of scholarly contribution, this study provides a clear framework linking the dimensions of knowledge to both curriculum design and educational management practices. It offers insights for educators and administrators to systematically implement learning strategies that enhance cognitive, procedural, and reflective skills. However, this research has limitations, including its reliance on literature review and theoretical analysis without direct empirical testing in multiple school settings. Future studies could expand on this work by conducting quantitative or mixed-method research to measure the effectiveness of these knowledge dimensions on student performance across different contexts and educational levels. Such research would strengthen the evidence base for integrating cognitive frameworks into practical curriculum and management strategies.

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