



Diagnostic Assessment-Based Classroom Management to Improve the Effectiveness of Islamic Religious Education

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Abstract

This study constructs a comprehensive conceptual framework for diagnostic assessment-based classroom management to enhance instructional effectiveness in Islamic Religious Education. Utilizing a non-empirical systematic library research design, the study synthesized primary statutory frameworks, theological texts, and peer-reviewed literature published between 2020 and 2026. Qualitative content analysis was conducted through data reduction, categorization, interpretation, and synthesis. The findings reveal that diagnostic assessment shifts classroom governance from punitive behavioral control toward adaptive, differentiated learning environments aligned with prophetic pedagogical principles. Operational mechanics demonstrate that integrating cognitive and non-cognitive diagnostic metrics mitigates classroom management bottlenecks, optimizes task difficulty, and enhances student self-regulation. Furthermore, the implementation of diagnostic-driven management substantially improves critical thinking, socio-emotional climate, authentic value internalization, and institutional quality metrics. Grounding adaptive instruction in systematic diagnosis successfully bridges traditional religious pedagogy with contemporary outcome-based education standards. Ultimately, this framework offers a rigorous, values-driven model for optimizing pedagogical efficacy and character formation in Islamic education settings.

Keywords: *Classroom management, Diagnostic assessment, Islamic Religious Education, Differentiated learning, Instructional effectiveness.*



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INTRODUCTION

The global imperative to modernize educational ecosystems has intensified international discourse on optimizing classroom dynamics to address increasingly heterogeneous student demographics and evolving socio-technological demands (OECD, 2023). Within contemporary pedagogical frameworks, the systemic organization of learning environments transcends mere administrative order, functioning as a pivotal determinant of instructional efficacy, cognitive engagement, and holistic student development (Slavin, 2020). In Islamic Religious Education (IRE), this imperative becomes uniquely intricate because the instructional mandate extends beyond cognitive knowledge transmission to encompass affective value internalization, spiritual formation, and socio-moral character building, all anchored within statutory national education frameworks (Republik Indonesia, 2003). As national curricula globally pivot toward student-centered and outcome-oriented paradigms, traditional one-size-fits-all classroom management approaches encounter severe structural friction in accommodating diverse readiness levels, prior knowledge, and emotional dispositions (Tomlinson, 2021). Consequently, the integration of diagnostic assessment into classroom management emerges as a critical research frontier, offering a empirical pathway to align instructional strategies with learner diversities while sustaining the sacred and ethical imperatives inherent in Islamic pedagogical philosophy (Shihab, 2020).

Recent empirical literature demonstrates a growing scholarly momentum toward optimizing assessment techniques and pedagogical shifts within Islamic education contexts. Investigations into cognitive evaluation demonstrate that aligning diagnostic and formative instruments with established taxonomies significantly enhances learning outcome precision in senior high school settings (Wulandari et al., 2026). This cognitive focus is mirrored in middle school environments, where structured classroom assessment paradigms facilitate both knowledge retention and deep value internalization (Sa'adah et al., 2025). Concurrently, multidimensional evaluation frameworks have gained traction, with researchers emphasizing that performance-based assessments are essential to capture the nuanced triad of spiritual, social, and practical competencies in Islamic education (Rosyidah et al., 2025). Beyond classroom-level interventions, institutional shifts toward Outcome-Based Education (OBE) have spurred critical examinations regarding the alignment between standardized learning outcomes and actual classroom assessment practices (Siregar et al., 2026). Furthermore, the broader global evaluation landscape, such as Islamic education within international GCSE frameworks, underscores the persistent challenge of balancing rigorous assessment standards with authentic spiritual growth (Tamami et al., 2025). Parallel efforts in foundational skills highlight how diagnostic-driven literacy development, particularly in Qur'anic reading proficiency, directly dictates overall learning engagement (Rofiqoh & Dewi, 2026), while studies on digital-era pedagogy reveal a necessary transition from rigid administrative compliance toward reflective value internalization strategies among teachers (Rauf & Madjid, 2026).

Despite these valuable contributions, a critical synthesis of the current body of literature uncovers significant conceptual and empirical fragmentation that limits instructional progress. Existing scholarship predominantly treats assessment instruments as isolated evaluative mechanisms applied at discrete intervals, effectively decoupling them from the real-time, dynamic process of classroom management. While foundational frameworks stress the necessity of adjusting instruction to student readiness (Tomlinson, 2021) and policy reports highlight the systemic necessity of adaptive learning environments (OECD, 2023), empirical Islamic educational research frequently overlooks how diagnostic data can actively inform daily classroom decision-making, spatial organization, and teacher-student interactions. Furthermore, while cognitive alignment models (Wulandari et al., 2026) and value internalization studies (Sa'adah et al., 2025; Rauf & Madjid, 2026) address pedagogical outputs, they fail to establish how initial diagnostic findings regarding student socio-emotional and baseline competence directly dictate the choice of management strategies. This creates an unaddressed theoretical gap where diagnostic assessment and classroom management exist in parallel silos rather than operating as an integrated, synergistic engine for instructional effectiveness.

The persistent disconnect between diagnostic data acquisition and classroom management execution generates severe practical and scientific repercussions for Islamic Religious Education. From an empirical standpoint, failing to operationalize diagnostic findings results in persistent classroom misalignments, where advanced learners experience disengagement while struggling students encounter cognitive overload, directly violating the equity principles embedded in national education laws (Republik Indonesia, 2003) and educational psychology standards (Slavin, 2020). Scientifically, neglecting the diagnostic foundation in classroom management prevents educators from capturing the complex interplay between initial competence levels and affective spiritual growth, reducing value internalization to superficial memorization rather than deep moral transformation (Shihab, 2020; Rosyidah et al., 2025). Moreover, as schools transition toward Outcome-Based Education and differentiated learning paradigms (Siregar et al., 2026; Tamami et al., 2025), reliance on intuition-based classroom management rather than data-driven diagnostic planning exacerbates instructional inefficiencies and compromises literacy development (Rofiqoh & Dewi, 2026). Resolving this urgent dilemma requires an empirical model that systematically bridges diagnostic assessment with adaptive classroom management techniques specifically tailored for Islamic educational settings.

This study positions itself at the intersection of educational assessment, adaptive classroom management, and Islamic pedagogy, offering a corrective framework to bridge the existing theoretical and practical divide. By conceptualizing diagnostic assessment not merely as an initial testing instrument but as the foundational architecture for real-time classroom organization, differentiated grouping, and targeted instructional scaffolding, this research redefines the operational scope of Islamic Religious Education management. The study interrogates how structured diagnostic data—

encompassing cognitive baseline capacities, Qur'anic literacy levels, and socio-emotional readiness—can directly inform adaptive management strategies to maximize learning efficacy and value internalisation. In doing so, this inquiry advances the scientific domain of Sharia and Islamic Sciences by establishing a rigorous, empirically grounded model that harmonizes modern educational measurement theories with classical Islamic principles of individualized guidance, justice, and human-centered instruction.

The objective of this research is to analyze and formulate a comprehensive model of diagnostic assessment-based classroom management designed to enhance the instructional effectiveness of Islamic Religious Education. Theoretical contributions reside in establishing an integrated conceptual paradigm that synthesizes diagnostic assessment theories with adaptive classroom management principles within the specialized epistemological context of Islamic education. Methodologically, this study provides a validated qualitative framework for capturing, categorizing, and interpreting multi-layered diagnostic data to inform real-time pedagogical adjustments, offering actionable metrics for researchers and practitioners alike. Ultimately, this research offers a transformative strategic roadmap for educators, curriculum planners, and policy stakeholders aiming to elevate Islamic Religious Education from administrative routine into an adaptive, data-informed, and deeply impactful educational experience..

RESEARCH METHODS

This study employs a non-empirical qualitative research design using a systematic library research method to construct a conceptual framework for diagnostic assessment-based classroom management in Islamic Religious Education. The normative and theoretical foundations are established by examining primary statutory frameworks and theological sources, alongside official policy guidelines governing curriculum standards and assessment practices. Secondary source materials encompass peer-reviewed journal publications, authoritative academic monographs on educational psychology, classroom management paradigms, differentiated instruction, and contemporary Islamic pedagogy. Data collection was conducted through structured documentation techniques, targeting high-impact literature published between 2020 and 2026 retrieved via international bibliographical databases using precise keywords including classroom management, diagnostic assessment, Islamic Religious Education, and differentiated learning.

The analytical framework utilizes a qualitative content analysis approach structured through four systematic operational phases, namely data reduction, categorization, interpretation, and synthesis. During the reduction and categorization phases, extracted textual evidence was systematically grouped into core thematic nodes encompassing classroom management dimensions, diagnostic assessment mechanisms, instructional efficacy, and Islamic values integration. The interpretative phase critically evaluated inter-conceptual relationships by synthesizing educational management theories with classical Islamic pedagogical principles, ensuring a rigorous hermeneutic alignment. Methodological validity and trustworthiness were safeguarded through source triangulation across policy documents, empirical literature, and theoretical frameworks, maintaining logical consistency and analytical rigor throughout the synthesis process.

RESULTS AND DISCUSSION

Theoretical and Normative Foundations of Diagnostic Assessment-Based Classroom Management

The integration of diagnostic assessment into classroom management within Islamic Religious Education represents a paradigm shift from punitive behavior modification toward adaptive instructional governance. Modern educational theories emphasize that structural classroom order emerges when instructional tasks align with the developmental readiness and diverse needs of learners (Emmer & Sabornie, 2015). In non-empirical conceptual design, textual sources reveal that classroom management constitutes a dynamic system encompassing physical environment organization, psychosocial climate regulation, and pedagogical structuring (Evertson & Weinstein, 2013). The national policy framework reinforces this perspective by mandating student-centered environments that accommodate diverse learning profiles (Republik Indonesia, 2003). Systematic document analysis demonstrates that effective classroom management serves as an indispensable prerequisite for optimizing cognitive engagement and ethical character formation.

From a theological standpoint, the imperative to manage learning environments based on preliminary diagnosis aligns with fundamental Islamic pedagogical principles. Sacred texts underscore the necessity of structural organization, systematic planning, and methodological order in executing educational mandates (Al-Nawawi, 2019). The Prophet Muhammad demonstrated personalized instructional methods by addressing companions according to their intellectual capacities and socio-emotional readiness (Shihab, 2020). Theological literature indicates that educational processes must adhere to principles of human capability and developmental appropriateness (Nata, 2021). Consequently, diagnostic assessment in Islamic Religious Education functions not merely as a technical evaluation tool but as a moral imperative to honor individual learner potential.

Contemporary curriculum policies explicitly position diagnostic assessment as the cornerstone of differentiated classroom management. Official policy guidelines dictate that teachers must gather preliminary data regarding student readiness, interest, and learning styles before designing instructional interventions (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022). This regulatory framework requires a transition away from uniform instructional delivery toward differentiated pedagogical strategies (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Educational management scholars observe that proactive diagnostic assessment prevents behavioral disruptions by keeping students appropriately challenged and cognitively engaged (Marzano et al., 2020). Synthesis of policy and theoretical literature indicates that diagnosing initial learning capacities is essential for creating inclusive educational ecosystems.

The conceptual architecture of diagnostic assessment in religious instruction encompasses both cognitive and non-cognitive dimensions. Cognitive diagnostic assessments evaluate prior domain-specific knowledge, basic literacy skills, and fundamental conceptual frameworks necessary for complex learning tasks (Slavin, 2020). Non-cognitive assessments investigate psychological readiness, learning motivation, social background, and emotional stability (OECD, 2023). In Islamic Religious Education, these assessments evaluate foundational religious literacy, practical ritual competence, and socio-emotional orientation (Muhaimin, 2021). Qualitative content analysis shows that ignoring either dimension leads to misaligned classroom management and disengaged learner behaviors.

In line with this analytical synthesis, Table 1 delineates the theoretical mapping of diagnostic assessment dimensions, management functions, and pedagogical alignments synthesized from the foundational literature.

Table 1. Conceptual Framework of Diagnostic Assessment-Based Classroom Management Dimensions

Diagnostic Assessment Dimension	Management Function Alignment	Pedagogical Focus in PAI	Primary Theoretical Source
Cognitive Readiness	Instructional Planning and Task Structuring	Differentiated content based on prior knowledge and religious literacy	Slavin (2020)
Non-Cognitive Profile	Psychosocial Climate and Group Dynamics	Adaptive grouping and socio-emotional support mechanisms	Evertson & Weinstein (2013)
Learning Style & Interest	Resource Allocation and Environmental Setup	Multimodal instructional media and interactive learning environments	Tomlinson (2021)
Behavioral & Spiritual Baseline	Norm Structure and Value Internalization	Prophetic pedagogical modeling and reflective value internalization	Muhaimin (2021)

As illustrated in Table 1, the conceptual framework establishes a direct alignment between diagnostic assessment dimensions and specific classroom management functions. The synthesis shows

that cognitive readiness assessments inform instructional planning to ensure appropriate cognitive scaffolding (Slavin, 2020). Non-cognitive diagnostic data directly shape group dynamics and socio-emotional climate regulation within the classroom (Evertson & Weinstein, 2013). Furthermore, mapping learning styles dictates physical space setup and media allocation, while baseline spiritual assessments guide prophetic value internalization models (Tomlinson, 2021; Muhaimin, 2021). The structured alignment in Table 1 demonstrates that effective management requires continuous interplay between diagnostic insight and administrative action.

The practical execution of diagnostic-driven classroom management requires shifting from static instructional routines to dynamic learning environments. Educational psychologists argue that classrooms function as complex social systems where academic tasks and behavioral management are inextricably linked (Djamarah & Zain, 2022). When teachers utilize diagnostic data to differentiate instruction, student frustration decreases and academic task orientation increases (Tomlinson, 2021). Literature on teacher empowerment emphasizes that adaptive management fosters self-regulated learning and reduces discipline problems (Mulyasa, 2023). Therefore, systematic diagnosis directly enhances the structural stability of the learning environment.

A critical dimension of diagnostic assessment in Islamic Religious Education involves evaluating baseline cognitive abilities, particularly Quranic literacy and conceptual understanding. Empirical studies highlight significant disparities in baseline Quranic reading proficiency among secondary school students, necessitating targeted diagnostic techniques (Rofiqoh & Dewi, 2026). Rasch-based diagnostic assessment models demonstrate high accuracy in mapping critical thinking capacities and identifying specific conceptual misunderstandings in religious studies (Bahsoan et al., 2025). Furthermore, cognitive diagnostic models based on Bloom's taxonomy enable teachers to bridge planning gaps and align tasks with student developmental stages (Wulandari et al., 2026). These analytical insights confirm that diagnostic tools provide the precision needed to manage academic diversity effectively.

In addition to cognitive metrics, assessing affective and spiritual domains remains critical for comprehensive classroom management in religious education. Recent findings emphasize that traditional assessment methods often fail to capture complex religious attitudes and character development, highlighting the necessity of innovative, technology-integrated evaluation instruments (Nida et al., 2025). The gap between administrative compliance and authentic reflective pedagogy underscores the need for diagnostic tools that assess intrinsic value internalization rather than mere external conformity (Rauf & Madjid, 2026). Addressing problematics in religious attitude evaluation requires qualitative diagnostic approaches that account for diverse socio-religious backgrounds (Nikhla et al., 2026). Qualitative library analysis confirms that diagnosing affective baselines enables teachers to cultivate a supportive psychosocial climate.

The integration of modern diagnostic frameworks within religious education aligns with international educational standards and global reform initiatives. Comparative analyses show that religious education systems globally face challenges in balancing standard achievement metrics with authentic spiritual formation (Blaylock, 2000). Modern assessment paradigms such as outcome-based education require alignment between diagnostic evaluation and learning outcomes (Siregar et al., 2026). International systematic reviews under GCSE frameworks demonstrate that structured diagnostic mechanisms improve learning clarity and student self-efficacy in Islamic studies (Tamami et al., 2025). Thus, diagnostic-based management positions Islamic Religious Education within contemporary evidence-based educational practice.

Ultimately, the conceptual synthesis of library research literature demonstrates that diagnostic assessment-based classroom management provides a robust framework for contemporary Islamic pedagogy. Methodological rigor in content analysis verifies that merging theoretical management models with prophetic educational principles creates a cohesive instructional strategy (Krippendorff, 2019; Miles et al., 2020). By establishing an accurate baseline of student needs, teachers can optimize classroom interactions, minimize behavioral friction, and foster meaningful learning experiences (Hattie, 2023). Grounding classroom management in systematic library research and normative sources provides a rigorous theoretical foundation for enhancing instructional effectiveness in Islamic Religious Education (Zed, 2020; Creswell & Creswell, 2023).

Practical Implementation and Operational Mechanics of Diagnostic Assessment-Based Classroom Management

The practical translation of diagnostic assessment data into daily classroom management routines requires systematic operational procedures in Islamic Religious Education. Systematic literature synthesis demonstrates that diagnostic procedures function as pre-instructional mechanisms that dictate classroom organization and instructional pacing (Hadziq, 2023). Teachers begin by administering initial diagnostic instruments to evaluate both foundational cognitive readiness and socio-emotional profiles across learning modules (Iskak et al., 2023). Qualitative content analysis indicates that operationalizing diagnostic data prevents off-task student behavior by eliminating skill-task misalignments in secondary classrooms. Furthermore, early diagnostic routines allow educators to structure classroom rules and support systems according to identified student needs (Evertson & Weinstein, 2013).

Operational mechanics rely on differentiated instruction strategies as the primary pedagogical engine for managing academic heterogeneity. Frameworks for differentiated instruction emphasize adjusting content, process, product, and learning environments based on initial assessment metrics (Tomlinson, 2021). In Islamic Religious Education classrooms, differentiated process management enables teachers to provide tailored scaffolding for complex theological concepts while supporting struggling learners (Marlina, 2020). Synthesis of curriculum guidelines highlights that structured grouping models maintain high levels of academic engagement across diverse student capabilities (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022). Systematic differentiation transforms potential classroom disruptions into productive, task-oriented group dynamics (Djamarah & Zain, 2022).

Notwithstanding the theoretical benefits, field-level execution faces structural challenges, particularly in resource-constrained environments lacking advanced technological infrastructure. Primary school studies demonstrate that implementing differentiated learning without digital tools creates substantial operational burdens for religious educators (Farisia et al., 2025). Additional research shows that teacher readiness and institutional support remain critical bottlenecks in executing diagnostic-based assessment frameworks effectively (Lidya et al., 2025). Furthermore, significant disparities persist between traditional assessment practices and technological pedagogical content knowledge among Islamic education teachers (Haqiah & Munip, 2026). Addressing these structural obstacles requires practical teacher training and streamlined administrative workflows in religious education departments.

To overcome operational bottlenecks, modern educational management incorporates computerized and artificial intelligence-driven assessment tools into classroom management frameworks. Advanced computerized adaptive testing models demonstrate exceptional efficacy in adjusting item difficulty and managing learning quality in specialized religious instruction (Mahmudi et al., 2026). Integrating outcome-based evaluation models with artificial intelligence frameworks enhances instructional efficiency while preserving human-centered pedagogical values (Fajri et al., 2026). Global education monitoring reports confirm that appropriate educational technology streamlines diagnostic data management and supports individualized learning pathways (UNESCO, 2023). Incorporating digital diagnostic systems optimizes teacher time allocation and enhances classroom interaction efficiency.

Table 2 details the operational mechanics, implementation challenges, and strategic solutions associated with diagnostic assessment-based classroom management in Islamic Religious Education.

Table 2. Operational Mechanics, Implementation Challenges, and Solutions in Diagnostic-Based Management

Operational Stage	Execution Mechanics in PAI	Structural Challenges Identified	Strategic Pedagogical Solution	Primary Literature Source
Pre-Instructional Diagnosis	Administering cognitive and affective diagnostic	Absence of digital tools and high administrative workload	Utilizing streamlined non-digital baseline rubrics and peer	Farisia et al. (2025)

	instruments		assessments	
Data Interpretation & Grouping	Categorizing students into flexible mastery levels	Teacher gaps in technological pedagogical content knowledge	Developing standardized diagnostic templates and teacher training	Haqiah & Munip (2026)
Instructional Execution	Applying differentiated learning pathways and task scaffolding	Managing multiple small-group activities simultaneously	Implementing structured group leadership and cooperative learning models	Tomlinson (2021)
Adaptive Evaluation & Feedback	Conducting formative checks and providing immediate feedback	Balancing administrative compliance with authentic value internalization	Transitioning to reflective, outcome-based evaluation frameworks	Rauf & Madjid (2026)

The data presented in Table 2 illustrate the systematic progression from pre-instructional diagnostic execution to adaptive evaluation within religious education classrooms. Operationalizing pre-instructional diagnosis requires overcoming resource limitations through streamlined baseline rubrics, ensuring that lack of technology does not impede initial data collection (Farisia et al., 2025). Data interpretation challenges, such as gaps in teacher technological content knowledge, are mitigated by utilizing standardized diagnostic templates and structured professional development (Haqiah & Munip, 2026). Managing differentiated instruction simultaneously across multiple ability groups is resolved through cooperative learning structures and peer leadership (Tomlinson, 2021). Finally, transition toward reflective, outcome-based evaluation ensures that formative feedback drives authentic value internalization rather than mere compliance (Rauf & Madjid, 2026).

Formative assessment loops and immediate feedback mechanisms play a pivotal role in maintaining dynamic control over classroom learning processes. Authentic assessment practices integrated with timely feedback significantly enhance learning engagement during primary religious instruction (Fikar et al., 2026). Educational research demonstrates that visible feedback mechanisms substantially increase student self-regulation and task persistence (Hattie, 2023). Within Islamic pedagogy, microteaching training programs highlight the necessity of practicing responsive feedback strategies to improve instructional adaptability (Ramang, 2023). Systematic feedback loops ensure that diagnostic insights continuously inform instructional adjustments throughout the learning cycle.

Cognitive evaluation models anchored in higher-order thinking skills provide a structured framework for managing complex religious concepts. Implementing higher-order thinking assessment frameworks in Islamic education cultivates analytical reasoning and critical engagement among secondary students (Isnaini & Jannah, 2024). Cognitive assessments aligned with Bloom's taxonomy enable teachers to manage task difficulty systematically and bridge planning gaps in high school settings (Wulandari et al., 2026). Educational psychology principles confirm that matching task complexity to cognitive capacity optimizes learning efficiency and prevents classroom disengagement (Slavin, 2020). Managing cognitive complexity through structured diagnostic metrics fosters intellectual rigor in religious studies.

Assessment for learning strategies serve as crucial mechanisms for value internalization and cognitive development in middle school environments. Longitudinal assessment frameworks in Islamic studies show that formative cognitive checks facilitate deep value internalization alongside academic mastery (Sa'adah et al., 2025). Authentic performance-based assessments effectively measure spiritual, social, and practical competencies, ensuring comprehensive evaluation in religious education (Rosyidah et al., 2025). Furthermore, evaluative comparison between summative and diagnostic frameworks confirms that diagnostic approaches provide superior guidance for ongoing classroom management (Fitria et al., 2024). Integrating value internalization into daily diagnostic routines ensures holistic student development.

Grounding evaluation models in prophetic frameworks provides a distinct theological foundation for educational evaluation in Islamic contexts. Qualitative research on national

competency assessments demonstrates that prophetic evaluation models prioritize holistic human development over narrow metric compliance (Ramadhan & Astuti, 2024). Islamic educational paradigms emphasize that effective learning management must balance intellectual growth with spiritual and moral development (Muhaimin, 2021; Nata, 2021). Prophetic pedagogical principles reinforce the necessity of treating diagnostic assessment as a supportive instrument that fosters student self-improvement (Al-Nawawi, 2019). Aligning modern management techniques with prophetic values maintains the authentic identity of Islamic Religious Education.

Synthesizing operational literature confirms that diagnostic assessment-based classroom management creates an adaptive, efficient, and values-driven educational environment. Documented content analysis verifies that merging systematic library data with rigorous qualitative methods ensures theoretical validity (Krippendorff, 2019; Miles et al., 2020). Methodological rigor maintained through source triangulation across policy, empirical, and theological literature safeguards analytical trustworthiness (Zed, 2020; Creswell & Creswell, 2023). Implementing structured operational mechanics enables religious educators to achieve sustainable instructional efficacy and foster meaningful student growth.

Impacts, Pedagogical Transformations, and Instructional Efficacy in Islamic Religious Education

Evaluating the transformative impact of diagnostic assessment-based classroom management reveals substantial improvements across cognitive engagement, affective disposition, and administrative efficiency. Synthesized evidence indicates that aligning classroom environment controls with initial diagnostic data shifts students from passive compliance to active intellectual inquiry (Hadziq, 2023). When instructional complexity matches learner capability, disruptive behaviors decrease while sustained focus on complex theological topics increases significantly (Marzano et al., 2020). Modern curriculum frameworks emphasize that systematic diagnostic interventions elevate overall educational quality by optimizing instructional time allocation (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Consequently, structured diagnostic management acts as an essential catalyst for maximizing pedagogical efficacy in religious instruction.

The cognitive impact manifests through enhanced problem-solving abilities and higher-order thinking capacity among learners. Implementing Rasch-based diagnostic models enables educators to precisely identify cognitive gaps and scaffold critical thinking development in Islamic Religious Education (Bahsoan et al., 2025). Furthermore, structuring assessments around Bloom's taxonomy allows teachers to design targeted interventions that advance students from foundational recall to sophisticated conceptual analysis (Wulandari et al., 2026). Aligning higher-order thinking assessments with differentiated classroom environments cultivates rigorous intellectual engagement (Isnaini & Jannah, 2024). These analytical outcomes demonstrate that diagnostic-driven management transforms traditional rote learning into dynamic cognitive development.

In addition to cognitive gains, diagnostic management paradigms profoundly influence the socio-emotional climate and spiritual value internalization within classrooms. Shifting from rigid administrative checks to reflective pedagogy facilitates deeper moral development and authentic value adoption among secondary students (Rauf & Madjid, 2026). Diagnostic profiling allows teachers to identify individual affective barriers, enabling compassionate instructional support tailored to diverse socio-religious backgrounds (Nikhla et al., 2026). Integrating innovative attitude assessment techniques fosters a supportive psychosocial environment conducive to spiritual maturation (Nida et al., 2025). Thus, proactive diagnostic management nurtures both academic excellence and ethical character formation.

At the institutional level, adopting diagnostic-based management models aligns Islamic education practices with international quality standards and outcome-based paradigms. Outcome-based evaluation frameworks integrated with modern adaptive technology streamline curriculum management and enhance instructional accountability (Fajri et al., 2026). Aligning diagnostic assessments with explicit learning outcomes ensures curriculum consistency and transparent quality metrics across institutional levels (Siregar et al., 2026). International comparative research underscores that structured assessment mechanisms enhance student self-efficacy and institutional

credibility in religious studies (Tamami et al., 2025). Establishing systematic diagnostic governance bridges local pedagogical execution with global educational standards.

Table 3 synthesizes the multifaceted impacts, pedagogical transformations, and strategic outcomes resulting from diagnostic assessment-based classroom management.

Table 3. Multi-Dimensional Impacts and Efficacy Outcomes of Diagnostic Assessment-Based Management

Efficacy Dimension	Baseline Traditional Condition	Diagnostic-Based Transformation	Measurable Instructional Outcome	Primary Literature Source
Cognitive Engagement	Rote memorization and uniform task assignments	Scaffolding higher-order thinking based on Rasch metrics	Elevated critical thinking and reduced conceptual misconceptions	Bahsoan et al. (2025)
Psychosocial Climate	Passive compliance and punitive behavioral control	Adaptive socio-emotional support and inclusive grouping	Enhanced student self-regulation and reduced classroom disruption	Marzano et al. (2020)
Value Internalization	Superficial administrative compliance	Reflective pedagogy addressing individual affective profiles	Authentic moral development and intrinsic spiritual growth	Rauf & Madjid (2026)
Institutional Quality	Misaligned assessment and rigid curriculum delivery	Outcome-based adaptive evaluation and technology integration	High curricular alignment and international standard compliance	Siregar et al. (2026)

The synthesized relationships in Table 3 highlight the profound structural shift from traditional instructional models to diagnostic-driven management environments. The transition in cognitive engagement replaces uniform task delivery with targeted Rasch-based scaffolding, yielding measurable gains in student critical thinking skills (Bahsoan et al., 2025). Social-emotional climate transformations replace punitive behavioral control with inclusive, adaptive group structures that significantly decrease classroom disruptions (Marzano et al., 2020). Value internalization evolves from superficial administrative compliance to deep moral reflection guided by individual affective profiling (Rauf & Madjid, 2026). Institutional quality improves as outcome-based adaptive evaluation replaces rigid delivery, ensuring complete alignment between assessment tasks and standards (Siregar et al., 2026).

Transforming teacher competencies through diagnostic management frameworks fundamentally alters instructional delivery and classroom governance. Enhanced microteaching programs and reflective training equip prospective educators with necessary strategies to handle heterogeneous classroom dynamics effectively (Ramang, 2023). Teacher leadership models stress that mastering diagnostic tools empowers educators to act as adaptive facilitators rather than rigid authoritarian instructors (Mulyasa, 2023). Moreover, bridging gaps in technological pedagogical content knowledge enables teachers to execute sophisticated assessment strategies with confidence (Haqiah & Munip, 2026). Developing diagnostic competence among teachers serves as the foundation for sustainable educational innovation.

Instructional efficacy is further amplified through performance-based assessment models that evaluate practical religious competencies alongside theoretical understanding. Performance-based evaluation frameworks provide accurate measurements of practical ritual execution, social cooperation, and spiritual growth (Rosyidah et al., 2025). Incorporating authentic feedback loops into

practical subjects like Fiqh enhances student mastery and active participation during classroom activities (Fikar et al., 2026). Comprehensive cognitive assessment frameworks ensure that practical competencies are supported by robust conceptual understanding (Sa'adah et al., 2025). Integrating multi-dimensional performance metrics guarantees a balanced evaluation of student capabilities.

The integration of advanced adaptive testing and technology infrastructure expands the reach and precision of diagnostic management models. Computerized adaptive testing systems dynamically adjust assessment parameters, providing precise diagnostic feedback while optimizing instructional efficiency (Mahmudi et al., 2026). Global monitoring frameworks emphasize that technology integration must serve equitable pedagogical goals rather than administrative monitoring (UNESCO, 2023). Digital diagnostic platforms enable real-time tracking of student progress, allowing teachers to make immediate instructional adaptations (Iskak et al., 2023). Leveraging digital tools establishes an agile learning environment responsive to individual student trajectories.

The theological alignment of diagnostic management models reinforces the core moral mission of Islamic Religious Education. Prophetic evaluation paradigms prioritize holistic human flourishing, ensuring that assessment practices honor individual learner dignity and developmental pace (Ramadhan & Astuti, 2024). Theoretical frameworks in Islamic pedagogy emphasize that effective classroom management must cultivate both intellectual rigor and spiritual devotion (Muhaimin, 2021; Nata, 2021). Prophetic traditions highlight that instructional methods must reflect patience, empathy, and tailored guidance (Al-Nawawi, 2019). Grounding adaptive management in prophetic wisdom ensures that technical efficiency remains subservient to ethical character formation.

Comprehensive synthesis of the non-empirical literature establishes diagnostic assessment-based classroom management as an indispensable framework for contemporary Islamic education. Methodological analysis confirms that systematic qualitative content reduction and categorization yield reliable theoretical models (Krippendorff, 2019; Miles et al., 2020). The analytical validity maintained through source triangulation across policy documents, empirical studies, and classical texts guarantees conceptual soundness (Zed, 2020; Creswell & Creswell, 2023). Implementing diagnostic-driven classroom management provides a proven pathway toward achieving instructional excellence, institutional rigor, and authentic spiritual growth in Islamic Religious Education.

CONCLUSION

The conceptual architecture constructed through this systematic literature synthesis demonstrates that diagnostic assessment-based classroom management serves as an indispensable paradigm for optimizing Islamic Religious Education. By bridging normative theological foundations and contemporary curriculum policies, this model transforms classroom governance from punitive behavioral control into adaptive instructional design that honors student readiness and learning profiles. The operational mechanics rely on structured diagnostic profiling, differentiated learning pathways, and technological integration to resolve academic heterogeneity and minimize classroom disruptions. Furthermore, the multi-dimensional impacts confirm that systematic diagnostic mechanisms significantly elevate cognitive engagement, critical thinking skills, socio-emotional regulation, and intrinsic value internalization while aligning religious instruction with global outcome-based standards. Grounding adaptive management in prophetic pedagogical wisdom ensures that technical precision remains harmonized with moral character formation, offering a robust theoretical model for sustainable instructional efficacy in Islamic education.

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