



Development Vision, Mission, Learning Objectives Model for Integrative-Inclusive Islamic Education: A Bloom's Taxonomy-Based Analysis

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Abstract

This study aims to develop a model of vision, mission, and learning objectives for integrative inclusive Islamic Education (PAI) at the senior high school level based on Bloom's Taxonomy. The background of this research is grounded in the persistent dichotomy between religious and general sciences, the dominance of cognitive aspects in learning, and the suboptimal integration of inclusivity values in PAI. This study employs a qualitative approach using a library research design. Data were collected from various sources such as books, scientific journals, and relevant previous studies, and were analyzed using content analysis with a conceptual approach based on Bloom's Taxonomy. The findings indicate that the development of a vision, mission, and objectives model for integrative-inclusive PAI needs to be systematically structured by integrating holistic, inclusive, and contextual learning principles. The vision is oriented toward the formation of holistic learners (intellectual, spiritual, and social), the mission is developed through integrative, multi-perspective, and participatory learning strategies, while the objectives are formulated operationally based on the cognitive, affective, and psychomotor domains in Bloom's Taxonomy. The implications of this study suggest that the proposed model can serve as a conceptual framework for developing integrative, inclusive, and contextual PAI learning at the senior high school level.

INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' character, personality, and worldview in both religious and social life. However, in practice, PAI learning at the senior high school level (SMA) still faces several fundamental problems.

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One of the most prominent issues is the persistent dichotomy between religious knowledge and general sciences, which causes PAI learning to stand alone and remain insufficiently integrated with other disciplines (Sri Norafiza, 2026). In addition, the learning process is still dominated by cognitive approaches oriented toward memorization, while the affective and psychomotor domains related to attitude and behavior formation have not been optimally developed (Ujiyanti, 2025). This condition indicates that PAI learning has not fully addressed the demands of holistic and contextual education in the modern era.

On the other hand, the increasingly plural nature of society requires religious education that not only emphasizes normative aspects but also instills values of inclusivity, tolerance, and respect for diversity (Saputra, 2025). However, PAI learning in schools is often delivered from a single perspective and provides limited space for diverse viewpoints, which may lead to exclusive religious understanding (Maqfirah, 2025). This becomes a serious challenge for Islamic education, particularly in shaping students who not only understand religious teachings textually but are also able to apply them wisely within a diverse social context. Therefore, an educational approach is needed that can integrate various disciplines while fostering inclusive attitudes among students.

The integrative-inclusive PAI approach emerges as a relevant alternative to address these issues. This approach emphasizes the integration of religious and general knowledge while encouraging openness toward diversity. From the perspective of modern education, integrative learning views knowledge as an interconnected whole, while the inclusive approach positions diversity as an essential element to be respected in the educational process (Rosi, 2026). In the context of Islamic education, this approach aligns with efforts to develop a moderate, contextual, and humanistic understanding of religion. Thus, integrative-inclusive PAI functions not only as a means of knowledge transmission but also as a medium for character formation that is adaptive to the demands of the times.

Nevertheless, the implementation of integrative-inclusive PAI in schools is often not supported by clearly formulated and operational vision, mission, and learning objectives. In many cases, the vision and mission statements remain general and normative, and therefore fail to serve as strategic guidelines for instructional practice. Similarly, learning objectives are often not systematically and measurably formulated, making it difficult to evaluate learning outcomes comprehensively (Nasution, 2025). In fact, vision, mission, and objectives are fundamental components that determine the direction, process, and outcomes of education. Without proper formulation, PAI learning risks becoming fragmented and unable to produce holistic learners. In this context, Bloom's Taxonomy can be used as an analytical framework to formulate learning objectives in a systematic and measurable manner. This taxonomy classifies educational objectives into cognitive, affective, and psychomotor domains, thereby enabling the development of balanced learning that integrates knowledge, attitudes, and skills (Lafendry, 2023). By integrating the integrative-inclusive PAI approach with Bloom's Taxonomy, it is expected that a more comprehensive, operational, and relevant model for developing vision, mission, and learning objectives can be produced to meet the needs of senior high school students.

Previous studies have examined integrative-inclusive PAI as well as the importance of vision, mission, and objectives in Islamic education. However, most of these studies focus either on conceptual or partial implementation aspects and have not integrated Bloom's Taxonomy as a systematic framework for formulating learning objectives. Furthermore, there is still limited research that specifically

develops a model of vision, mission, and objectives for integrative-inclusive PAI in the context of senior high schools. Therefore, this study offers a distinctive contribution by developing a conceptual model that systematically integrates the integrative-inclusive approach with a Bloom's Taxonomy-based analysis. Based on the above explanation, this study aims to develop a model of vision, mission, and learning objectives for integrative-inclusive Islamic Religious Education (PAI) at the senior high school level based on Bloom's Taxonomy. The resulting model is expected to provide both theoretical contributions to the development of PAI scholarship and practical contributions as a reference for designing more holistic, inclusive, and contextual learning in secondary education settings.

METHODS

This study employs a qualitative approach using a library research design (Khoirur Rozikin, 2026). This approach is chosen to examine and construct a conceptual and systematic model for developing the vision, mission, and learning objectives of integrative-inclusive Islamic Religious Education (PAI) at the senior high school level based on Bloom's Taxonomy. The data sources in this study consist of secondary data obtained from various scientific literatures, including books, reputable journal articles, previous research findings, and relevant documents related to integrative-inclusive PAI, the development of educational vision, mission, and objectives, as well as Bloom's Taxonomy. The selection of data sources is conducted purposively by considering their relevance, credibility, and recency.

The research instrument used is the researcher as a human instrument, who plays a role in collecting, selecting, and analyzing the data. To support the data collection process, documentation techniques are employed through searching and compiling references relevant to the focus of the study. The data analysis technique uses content analysis with a conceptual approach. The analysis is conducted through several stages: (1) data reduction by selecting and focusing on relevant information; (2) data categorization based on themes, such as integrative and inclusive concepts, as well as components of vision, mission, and objectives; (3) data interpretation by linking findings with the theoretical framework used; and (4) data synthesis to produce an integrated development model. In the analysis process, Bloom's Taxonomy is used as an analytical framework to systematically classify and formulate learning objectives into cognitive, affective, and psychomotor domains.

RESULT AND DISCUSSION

Conceptual Reconstruction of Integrative-Inclusive Islamic Education (PAI) as the Foundation for Developing Vision, Mission, and Objectives

The results of the literature analysis indicate that Islamic Religious Education (PAI) in secondary schools, particularly at the senior high school level, still faces fundamental issues related to its instructional approach. PAI tends to be presented in a partial manner, functioning as a standalone subject separated from other disciplines, thus lacking meaningful connections with students' real-life contexts (Sufirmansyah, 2018). Moreover, PAI instruction often reflects an exclusive tendency, characterized by single-perspective content delivery, limited dialogical engagement, and insufficient cultivation of openness toward diversity (Ma'arif, 2023). This condition affects students' ability to understand Islamic teachings comprehensively and contextually and may lead to narrow religious perspectives.

Based on these findings, a conceptual reconstruction of PAI is necessary one that goes beyond mere knowledge transmission and integrates various scientific and social dimensions. In this context, the integrative and inclusive concepts serve as two complementary foundations. The integrative concept emphasizes the

interconnectedness between religious and general knowledge, ensuring that learning is not fragmented but instead fosters a holistic and coherent understanding. This idea aligns with the thought of John Dewey, who argued that knowledge should be learned holistically and in relation to learners' real-life experiences (Dewey, 2024). Thus, integrative PAI enables students to view Islamic teachings not only as normative doctrines but also as values relevant to various aspects of life.

On the other hand, the inclusive concept highlights the importance of respecting diversity in the educational process. PAI should not only strengthen religious beliefs but also cultivate tolerance, openness, and respect for differences. From the perspective of multicultural education proposed by James A. Banks, education must provide space for diverse perspectives and backgrounds so that learners can understand plural social realities wisely (Purwasari, 2023). Therefore, an inclusive approach in PAI is essential to prevent exclusivist attitudes and to foster the ability to live harmoniously within diversity.

The synthesis of integrative and inclusive concepts gives rise to the paradigm of integrative-inclusive PAI, which is characterized by three main features: holistic, contextual, and pluralistic (Syarifah, 2024). The holistic characteristic is reflected in efforts to develop students' intellectual, spiritual, and social potentials in a balanced manner. The contextual characteristic implies that PAI learning should be connected to real-life situations, making the content meaningful and practically relevant. Meanwhile, the pluralistic characteristic emphasizes respect for diversity as an integral part of the learning process, enabling students to develop tolerant and inclusive attitudes in society.

These conceptual findings can be further understood through the lens of modern educational theory and multicultural education. From John Dewey's perspective, education should not fragment knowledge into isolated disciplines but should be structured integratively and rooted in learners' lived experiences (Maslichah, 2026). This reinforces the idea that PAI should not merely be taught as a set of normative doctrines but must be linked to real-life contexts to gain meaningful relevance. Accordingly, the integrative approach allows students to understand Islamic teachings in a more contextual, relevant, and applicable manner.

Meanwhile, within the framework of multicultural education, James A. Banks emphasizes the importance of acknowledging diversity and accommodating multiple perspectives (Purwasari, 2023). In the context of PAI, this serves as the foundation for developing inclusive attitudes characterized by openness, tolerance, and non-exclusivity in understanding religion. Learning that relies solely on a single perspective may limit students' thinking and does not reflect the reality of a pluralistic society (Sastradinata, 2023). Therefore, integrating inclusive values into PAI is crucial in shaping students who are capable of living harmoniously in diverse communities.

Based on these perspectives, it can be affirmed that PAI should not remain purely normative but must be developed in a contextual manner. A purely normative approach that focuses only on right-wrong dichotomies without providing space for analysis and real-life connections tends to produce superficial and less applicable understanding. In contrast, a contextual approach enables students to internalize religious values more deeply, as these are linked to their social experiences and lived realities (Romdon Nurhasanah, 2024). Therefore, integrative-inclusive PAI represents a more relevant approach in addressing contemporary educational challenges.

Compared to previous studies, most research on integrative or inclusive PAI has been conducted in a partial manner. Some studies emphasize the integration of knowledge without addressing inclusivity (Anis, 2026), while others focus on

tolerance without fully integrating scientific approaches (Wikowati, 2025). Furthermore, discussions on the vision, mission, and objectives of PAI often remain descriptive and have not been developed into a systematic conceptual model (Syarifah, 2024). This indicates a research gap, particularly in integrating integrative and inclusive aspects with an operational framework for learning objectives within a unified model.

Thus, the findings of this analysis and discussion provide a strong philosophical foundation for developing a model of vision, mission, and learning objectives for integrative–inclusive PAI. This foundation is not only based on the integration of knowledge and respect for diversity but also on the need to create learning that is contextual and relevant to students' lives. Therefore, the model developed in this study is grounded in a clear theoretical framework and is expected to contribute to the advancement of PAI as a more holistic, inclusive, and adaptive field in response to social dynamics.

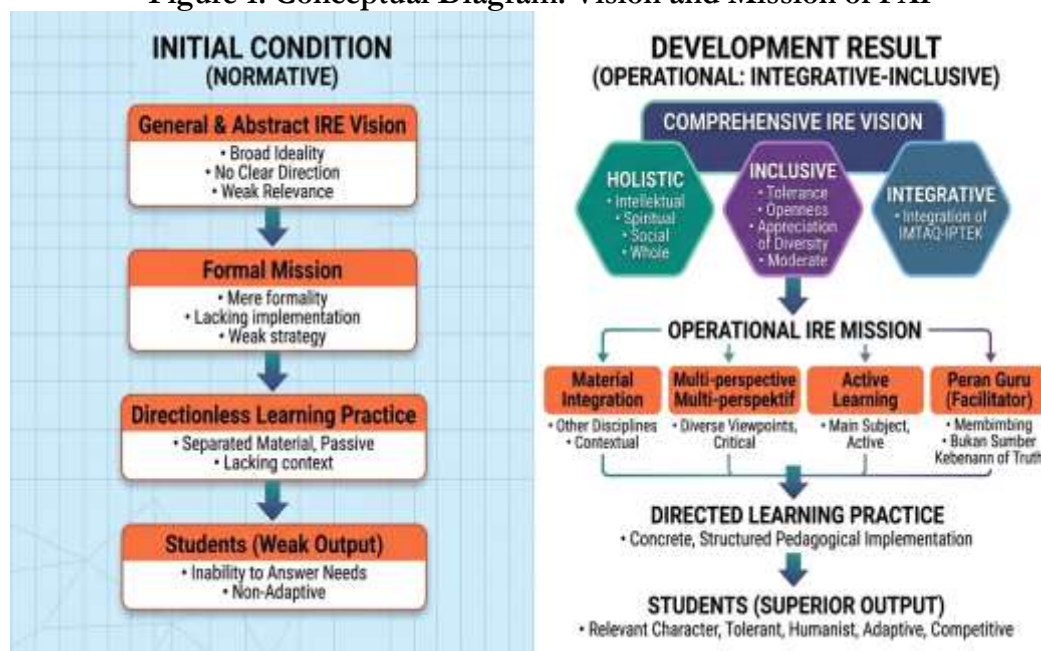
Model for Developing Vision and Mission of Integrative–Inclusive Islamic Education (PAI) in Senior High Schools

The results of the literature analysis indicate that the formulation of the vision and mission of Islamic Religious Education (PAI) at the senior high school (SMA) level generally remains broad and normative. The vision is often articulated as a general ideal without clear operational direction, while the mission tends to be a formal statement that does not fully reflect implementative strategies in the learning process (Bonge, 2025). This condition leads to a weak connection between the formulated vision and mission and classroom practices, resulting in PAI learning that lacks structured direction and is less responsive to students' contextual needs.

Based on these findings, this study develops a model of integrative–inclusive PAI vision and mission that is more applicable and contextual. The proposed vision is no longer merely abstract but is formulated comprehensively by emphasizing three main dimensions: holistic, integrative, and inclusive. The holistic dimension refers to the comprehensive development of students, encompassing intellectual, spiritual, and social aspects (Hidayatullah, 2024). The integrative dimension highlights the integration of faith and piety (IMTAQ) with science and technology (IPTEK), ensuring that PAI learning is not detached from modern scientific developments (Yunita, 2025). Meanwhile, the inclusive dimension underscores the importance of instilling values of tolerance, openness, and respect for diversity in social life (Nasaruddin, 2025). Thus, the vision of PAI functions not only as an ideal statement but also as a strategic direction for shaping students' character in accordance with contemporary demands.

In line with this vision, the integrative–inclusive PAI mission is developed as an operational step that bridges the vision and classroom practice. The mission formulated in this study includes several key aspects: content integration, multi-perspective approaches, active learning, and the transformation of the teacher's role into a facilitator (Banks, 2008). Content integration is implemented by linking religious teachings with various other disciplines, making learning more contextual and meaningful (Drake & Burns, 2004). The multi-perspective approach provides space for students to understand Islamic teachings from diverse viewpoints, thereby fostering critical and open-minded thinking (Nieto & Bode, 2012). Active learning positions students as the central subjects in the learning process (student-centered learning), while teachers act as facilitators who guide rather than serve as the sole source of knowledge (Freire, 2005).

Figure 1. Conceptual Diagram: Vision and Mission of PAI



Illustrates systematically the paradigm shift proposed in this study and reinforces the position of the model as a primary research outcome. Conceptually, the shift from a normative to an operational vision is an unavoidable necessity in modern education. A vision that remains at the level of abstract ideals without clear implementation direction is difficult to realize in practice. From the perspective of modern education, as emphasized by John Dewey, education must be oriented toward real-life experiences and relevance to students' lives. Therefore, educational vision should be formulated contextually so that it can be translated into concrete pedagogical actions.

Furthermore, within the context of Islamic education, the development of an inclusive vision and mission aligns with the concept of moderate Islamic education, which emphasizes a balance between religious values and social realities (Azyumardi Azra, 2012). This approach directs PAI learning not only toward normative aspects but also toward the formation of tolerant, humanistic, and adaptive attitudes toward diversity (Muhaimin, 2012). Consequently, the vision and mission of PAI function not merely as formal statements but as fundamental elements that determine the direction and quality of learning (Ramayulis, 2015).

Based on the above discussion, it can be affirmed that vision and mission are not merely administrative components in education but strategic foundations that determine the success of learning. A clear and operational vision provides measurable direction, while a structured mission serves as a practical guide for instructional implementation (Muhaimin, 2012). Therefore, the integrative-inclusive PAI vision and mission development model proposed in this study is expected to serve as a more applicable and contextual conceptual reference for designing PAI learning at the senior high school level (Suyanto, 2013).

Formulation of PAI Learning Objectives Based on Bloom's Taxonomy and Its Implications in Senior High Schools

The results of the literature analysis indicate that the formulation of learning objectives in Islamic Religious Education (PAI) at the senior high school (SMA) level

is generally still unstructured and lacks measurability. Learning objectives are often stated in broad terms, such as “understanding Islamic teachings” or “having good character,” without clear indicators of expected achievement levels (Khoiroh, 2025). As a result, the learning process tends to focus on content delivery, while the evaluation of learning outcomes becomes less systematic and difficult to measure comprehensively (Candira et al., 2025). This condition highlights the need for a framework that enables the formulation of learning objectives in a more operational and structured manner.

Based on these findings, this study develops a formulation of PAI learning objectives grounded in Bloom’s Taxonomy as a systematic analytical framework. According to Benjamin Bloom, educational objectives are classified into three main domains: cognitive, affective, and psychomotor (Anderson, 2001). These domains provide a comprehensive foundation for formulating learning objectives that encompass not only knowledge but also attitudes and skills (Masum, 2025). By applying this framework, PAI learning objectives can be structured progressively and measured according to students’ developmental levels.

In the cognitive domain, learning objectives are directed not only toward understanding Islamic teachings but also toward developing critical thinking, analytical skills, and the ability to relate religious values to various life phenomena (Rahmawati, 2025). Students are expected to move beyond rote memorization toward deeper and more reflective understanding. In the affective domain, learning objectives focus on cultivating attitudes of tolerance, openness, and respect for diversity (Nasaruddin, 2025). This is particularly important in a pluralistic society, where students are expected not only to understand religious teachings but also to internalize them as inclusive attitudes. Meanwhile, in the psychomotor domain, learning objectives are aimed at enabling students to implement Islamic values in social behavior, such as mutual respect, cooperation, and active participation in community life (Susmita, 2023).

Table 1. Classification of PAI Learning Objectives Based on Bloom’s Taxonomy

Domain	Level	Formulation of Objectives
Cognitive	Understanding Analyzing	Students are able to understand and analyze Islamic teachings contextually and relate them to other fields of knowledge.
Affective	Receiving Internalizing	Students demonstrate attitudes of tolerance, openness, and respect for diversity in social life.
Psychomotor	Imitating Implementing	Students are able to apply Islamic values in their daily behavior in a real and observable manner.

The presentation of objectives in a structured format (e.g., tables) demonstrates that learning objectives are not merely descriptive but also classified based on expected levels of competence, thereby facilitating planning, implementation, and evaluation processes. Conceptually, the use of Bloom’s Taxonomy in formulating learning objectives contributes significantly to making them more systematic and measurable. Without a clear framework, objectives tend to remain general and difficult to operationalize. In contrast, Bloom’s Taxonomy allows each objective to be mapped according to specific levels of competence, providing teachers with clear guidance in determining instructional strategies and evaluation methods. This aligns with modern educational principles that emphasize measurability and clarity of learning outcomes.

Compared to previous studies, most research on PAI learning objectives has only mentioned the three main domains cognitive, affective, and psychomotor without further developing an in-depth analysis of each domain. Earlier studies tend

to remain at the conceptual level and do not provide an operational model applicable to classroom practice. Therefore, this study contributes by developing a more comprehensive formulation of objectives that not only incorporates the three domains but also systematically links them to levels within Bloom's Taxonomy.

The implications of developing learning objectives based on Bloom's Taxonomy are highly significant for PAI learning in senior high schools. First, learning becomes more directed because objectives are clearly and systematically formulated (Albina, 2025). Second, the evaluation process becomes more objective, as learning outcomes can be measured using specific indicators (Apriyanto et al., 2024). Third, learning becomes more holistic, as it balances knowledge, attitudes, and skills in accordance with Bloom's classification of educational objectives (Huseng, 2025). Thus, the formulation of objectives based on Bloom's Taxonomy not only strengthens the planning aspect of instruction but also enhances the overall quality of student learning outcomes.

CONCLUSION

Based on the research findings, it can be concluded that the development of an integrative-inclusive Islamic Religious Education (PAI) learning model covering vision, mission, and objectives at the senior high school (SMA) level based on Bloom's Taxonomy effectively addresses the longstanding issues of PAI learning, which have tended to be partial, normative, and insufficiently measurable. The proposed model emphasizes the importance of reconstructing a vision that is holistic, integrative, and inclusive; strengthening the mission through contextual and participatory learning approaches; and formulating learning objectives systematically across the cognitive, affective, and psychomotor domains. As a result, PAI learning becomes more directed, measurable, and holistic, contributing to the development of students who are critical, tolerant, and capable of implementing Islamic values in real-life contexts. This study recommends that similar models be empirically tested in broader school contexts and serve as a conceptual reference for teachers and educational institutions in designing PAI learning that is more relevant to contemporary educational demands.

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Author Contribution

Zahra Maknuna & Linda Sari Bulan Siregar: Writing-Preparation of original manuscript, Conceptualization, Visualization, Methodology, Improve Language, Investigation.

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The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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