



FROM KNOWLEDGE TO PRACTICE: AN EXPLORATION OF THE PEDAGOGICAL CONTENT KNOWLEDGE (PCK) OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN MADRASAH IBTIDAIYAH

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ABSTRACT

This study aims to describe the Pedagogical Content Knowledge (PCK) of Islamic Religious Education (IRE) teachers at MI Mambaul Ulum Dagan, particularly in selecting teaching methods, instructional strategies, learning media, and understanding students' characteristics. PCK refers to the integration of subject matter knowledge and pedagogical knowledge that enables teachers to present learning materials according to students' characteristics and learning needs. This study employed a qualitative approach with a case study design. The research was conducted at MI Mambaul Ulum Dagan, Lamongan, Indonesia. Data were collected through observation, interviews, and documentation involving the principal, vice principal for curriculum affairs, IRE teachers, and students as research informants. Data were analyzed using the Miles and Huberman model through data condensation, data display, and conclusion drawing. Data validity was established through source and technique triangulation. The findings indicate that the PCK of IRE teachers at MI Mambaul Ulum Dagan is categorized as good. This is reflected in teachers' ability to select teaching methods according to learning materials, objectives, and students' conditions; apply instructional strategies that support student participation; select and use learning media according to instructional needs; and understand students' diverse characteristics and learning needs. The findings further show that teachers are able to adjust the delivery of learning materials to students' conditions and levels of understanding. Thus, the implementation of PCK supports the organization of learning that is appropriate to students' characteristics and learning objectives and contributes to the professional competence of IRE teachers at the Madrasah Ibtidaiyah level.

Keywords: Islamic Religious Education; Madrasah Ibtidaiyah; Pedagogical Content Knowledge; Teaching Practice

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan Pedagogical Content Knowledge (PCK) guru Pendidikan Agama Islam (PAI) di MI Mambaul Ulum Dagan, khususnya dalam hal pemilihan metode mengajar, strategi pembelajaran, media pembelajaran, serta pemahaman terhadap karakteristik siswa. PCK mengacu pada integrasi antara pengetahuan materi pelajaran dan pengetahuan pedagogis yang memungkinkan guru menyajikan materi pembelajaran sesuai dengan karakteristik dan kebutuhan belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian dilaksanakan di MI Mambaul Ulum Dagan, Lamongan, Indonesia. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi yang melibatkan



kepala madrasah, wakil kepala madrasah bidang kurikulum, guru PAI, dan siswa sebagai informan penelitian. Data dianalisis menggunakan model Miles dan Huberman melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan. Validitas data ditetapkan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa PCK guru PAI di MI Mambaul Ullum Dagan termasuk dalam kategori baik. Hal ini tercermin dari kemampuan guru dalam memilih metode mengajar yang sesuai dengan materi pembelajaran, tujuan, dan kondisi siswa; menerapkan strategi pembelajaran yang mendukung partisipasi siswa; memilih dan menggunakan media pembelajaran sesuai kebutuhan instruksional; serta memahami karakteristik dan kebutuhan belajar siswa yang beragam. Temuan penelitian juga menunjukkan bahwa guru mampu menyesuaikan penyampaian materi pembelajaran dengan kondisi dan tingkat pemahaman siswa. Dengan demikian, penerapan PCK mendukung penyelenggaraan pembelajaran yang sesuai dengan karakteristik siswa dan tujuan pembelajaran, serta berkontribusi terhadap kompetensi profesional guru PAI di tingkat Madrasah Ibtidaiyah.

Kata kunci: *Madrasah Ibtidaiyah; Pedagogical Content Knowledge; Pendidikan Agama Islam; Praktik Pembelajaran*

INTRODUCTION

Pedagogical Content Knowledge (PCK) is an important component of teacher knowledge that influences how teachers organize and deliver learning. PCK refers to the integration of teachers' knowledge of subject matter and pedagogical knowledge, enabling teachers to present particular content in ways that are understandable and appropriate for students. Teachers therefore need not only to master the material they teach but also to understand how that material can be represented, explained, and adapted according to students' learning needs. Shulman (1986) introduced PCK as a form of teacher knowledge that connects subject matter knowledge with pedagogical considerations in the teaching process. Thus, effective teaching requires teachers to understand both what should be taught and how particular content can be taught effectively.

The concept of PCK was introduced by Shulman (1986) as a form of knowledge that distinguishes teachers' professional knowledge from merely possessing subject matter knowledge. PCK involves teachers' ability to determine appropriate representations, explanations, examples, and instructional approaches for particular content and learners. Subsequent studies have further emphasized that PCK is developed and enacted through teachers' decisions about content, pedagogy, and students. Ball et al. (2008), for example, emphasize that teachers' knowledge for teaching involves understanding not only the subject matter itself but also how that knowledge can be made accessible to learners. Similarly, Depaepe et al. (2013) describe PCK as an important concept for understanding the relationship between teachers' subject matter knowledge and pedagogical practices.



PCK is particularly relevant to Islamic Religious Education (IRE/PAI) because teachers are expected not only to communicate religious knowledge but also to facilitate students' understanding and application of Islamic values in their daily lives. Therefore, IRE teachers need to determine appropriate ways of presenting religious concepts, selecting learning activities, using instructional media, and responding to students' different levels of understanding. The ability to connect subject matter with pedagogical decisions is consequently an important part of effective IRE teaching.

Previous studies have demonstrated the relevance of PCK to teachers' instructional practices. Handayani et al. (2023) found that PCK is closely related to teachers' ability to integrate content knowledge and pedagogical knowledge in IRE learning. Research on pedagogical competence among IRE teachers has also shown that teachers' instructional practices are influenced by their ability to understand students, develop learning activities, and select appropriate instructional approaches. These studies indicate that PCK is an important basis for understanding how teachers transform knowledge into classroom practice.

However, previous research has tended to examine PCK either from a general theoretical perspective or through broader assessments of teacher competence. Less attention has been given to how PCK is enacted by IRE teachers at the Madrasah Ibtidaiyah level, particularly in relation to the interconnected decisions teachers make regarding teaching methods, instructional strategies, learning media, and students' characteristics. In addition, existing studies do not sufficiently describe how these dimensions operate together within the actual classroom context of an Islamic elementary school. This constitutes a research gap that needs further investigation.

The Madrasah Ibtidaiyah context is important because teachers work with students who are still developing cognitively, socially, and emotionally. Students may differ in their abilities, interests, learning preferences, participation, and levels of understanding. Consequently, IRE teachers need to continuously consider these differences when deciding how particular religious content should be presented and how classroom activities should be organized. Understanding students therefore becomes closely connected to teachers' selection of methods, strategies, and learning media.

In the context of MI Mambaul Ulum Dagan, IRE teachers are required to adapt learning practices to the characteristics of the subject matter and the conditions of their students. The present study therefore focuses on how teachers' PCK is manifested in their classroom practices, particularly through four dimensions: the selection of teaching methods, the selection of instructional strategies, the selection and use of learning media, and the understanding of students' characteristics. Examining these dimensions provides an opportunity to



understand how teachers' knowledge is translated into practical instructional decisions within the Madrasah Ibtidaiyah context.

Based on this research gap, this study aims to explore the Pedagogical Content Knowledge of IRE teachers at MI Mambaul Ulum Dagan. Specifically, the study examines how teachers select teaching methods, determine instructional strategies, select and use learning media, and understand students' characteristics in the implementation of IRE learning. The study is expected to contribute to a more contextual understanding of how PCK is enacted by IRE teachers at the Madrasah Ibtidaiyah level and to provide insights for the development of teachers' pedagogical practices.

METHOD

This study employed a qualitative approach with a case study design. A qualitative approach was selected because this study aimed to obtain an in-depth understanding of the Pedagogical Content Knowledge (PCK) of Islamic Religious Education (IRE) teachers in the context of their actual teaching practices. The case study design was used because the research focused on a specific context, namely the implementation of PCK among IRE teachers at MI Mambaul Ulum Dagan. This design enabled the phenomenon to be examined comprehensively within its natural educational setting.

The research was conducted at MI Mambaul Ulum Dagan, Solokuro District, Lamongan Regency, Indonesia. The research informants consisted of the principal, the vice principal for curriculum affairs, IRE teachers, and students. IRE teachers were selected as the main informants because they were directly involved in the teaching and learning process and were the primary focus of the study of PCK. The principal, vice principal for curriculum affairs, and students served as supporting informants to provide additional information related to the implementation of IRE learning and the teachers' pedagogical practices.

Data were collected through observation, interviews, and documentation. Observation was conducted to obtain information about the actual implementation of PCK in the classroom, particularly teachers' selection and use of teaching methods, instructional strategies, learning media, and responses to students' characteristics. Interviews were conducted with the research informants to obtain more detailed information about teachers' pedagogical considerations and the implementation of IRE learning. Documentation was used as supporting evidence related to the learning process and research setting.

The data were analyzed using the Miles and Huberman model. The analysis consisted of three main stages: data condensation, data display, and conclusion drawing. Data condensation involved selecting, focusing, simplifying, and organizing the data obtained from observations, interviews, and documentation.



The condensed data were then displayed in an organized form to facilitate the identification of patterns and relationships related to the teachers' PCK. The final stage involved drawing conclusions based on the patterns and findings identified throughout the analysis process.

The validity of the research data was established through source and technique triangulation. Source triangulation was conducted by comparing information obtained from different informants, including the principal, vice principal for curriculum affairs, IRE teachers, and students. Technique triangulation was conducted by comparing information obtained through observation, interviews, and documentation. The use of these triangulation procedures was intended to strengthen the credibility of the findings and ensure that the interpretation of teachers' PCK was supported by information from multiple sources and data collection techniques.

RESULTS AND DISCUSSION

The findings of this study indicate that the Pedagogical Content Knowledge (PCK) of Islamic Religious Education (IRE) teachers at MI Mambaul Ulum Dagan is reflected in four interconnected dimensions of teaching practice: the selection of teaching methods, the implementation of instructional strategies, the selection and use of learning media, and teachers' understanding of students' characteristics. These dimensions demonstrate that PCK is not limited to teachers' mastery of Islamic Religious Education content but is also reflected in how teachers make pedagogical decisions according to learning objectives, subject matter, classroom conditions, and students' needs.

The findings further show that teachers do not apply a single instructional approach in all learning situations. Instead, teachers adjust their teaching practices according to the characteristics of the material and the conditions of students in the classroom. Such adjustments indicate that PCK is implemented through teachers' ability to connect subject matter with appropriate pedagogical decisions. The following discussion presents the findings according to the four dimensions identified in this study.

Teaching Methods as a Dimension of PCK

The findings show that IRE teachers at MI Mambaul Ulum Dagan use varied teaching methods according to the learning material, learning objectives, and students' conditions. The methods identified in the research include lectures, discussions, question-and-answer activities, demonstrations, and practical activities. The use of these methods is not merely intended to vary classroom activities but reflects teachers' consideration of the characteristics of the material and students' ability to understand the material.



The use of lectures, for example, allows teachers to provide systematic explanations when students require an initial understanding of a particular concept. However, teachers also use discussion and question-and-answer activities to provide opportunities for students to respond, express their understanding, and interact with the material. Demonstrations and practical activities are used when the learning material requires students to observe or practice particular procedures. This indicates that teachers consider the relationship between the nature of the content and the instructional method used to present it.

From the perspective of PCK, this finding demonstrates the connection between content knowledge and pedagogical knowledge. Shulman (1986) explains that PCK concerns teachers' understanding of how particular subject matter can be organized, represented, and presented so that it can be understood by students. Therefore, the teachers' decision to vary teaching methods according to the learning material indicates that PCK is enacted through pedagogical reasoning rather than through the mechanical use of teaching techniques.

The findings are also consistent with the view that teachers' PCK develops through classroom experience and is reflected in their ability to select representations and instructional approaches that are appropriate for particular content. In the context of IRE, this ability is important because learning materials may involve conceptual knowledge as well as practical and value-oriented aspects. Consequently, the method used to teach a particular topic needs to be adjusted to what students are expected to understand, practice, or apply.

The findings also indicate that students' conditions influence teachers' selection of teaching methods. Teachers consider students' levels of understanding, participation, and classroom responses when determining whether a particular method remains appropriate. This illustrates that teaching methods cannot be separated from knowledge of students. A method that is appropriate for one group or topic may require modification when students demonstrate different levels of readiness or when classroom conditions change. This finding is also in line with research on the pedagogical competence of Islamic Religious Education teachers, which emphasizes the importance of selecting teaching approaches according to learning objectives, subject matter, and students' conditions (Muhith, 2021).

This finding reinforces the understanding of PCK as contextual and interconnected. Teachers' knowledge of content, knowledge of pedagogy, and knowledge of students work together when teachers determine how learning should be conducted. Thus, the variation of teaching methods found in this study should not simply be interpreted as the use of many teaching techniques. More importantly, it reflects teachers' ability to make pedagogical decisions based on the relationship between learning content, learning objectives, and students' characteristics.



The findings therefore indicate that the teachers' ability to select and vary teaching methods represents an important dimension of their PCK. The teachers demonstrate an effort to ensure that instructional methods are compatible with the material being taught and the conditions of the learners. This provides evidence that PCK in IRE teaching is manifested not only through what teachers know but also through how they use that knowledge to determine appropriate ways of teaching particular content.

Instructional Strategies as a Dimension of PCK

The findings show that IRE teachers at MI Mambaul Ulum Dagan implement various instructional strategies to support students' understanding and participation during the learning process. The strategies identified in the study include question-and-answer activities, discussions, motivation, ice-breaking activities, and adjustments to learning activities according to students' classroom responses. These strategies indicate that teachers do not only focus on delivering learning materials but also consider how students respond to the learning process.

Question-and-answer activities are used to encourage students to respond to the material and to provide teachers with information about students' understanding. Through questions and students' responses, teachers can identify whether the material has been understood or whether further explanation is required. Discussions are also used to provide students with opportunities to exchange ideas and participate in the learning process. These strategies demonstrate that teachers attempt to create learning situations in which students are not merely recipients of information but are involved in the process of understanding the material.

The findings also show the use of motivation and ice-breaking activities, particularly when teachers identify a decrease in students' attention or participation. Such strategies are relevant to the characteristics of elementary-level students, whose attention and engagement may change during the learning process. By providing motivation or short activities, teachers attempt to restore students' attention before continuing with the learning material. This indicates that teachers consider students' classroom conditions when determining how instruction should be continued.

From the perspective of PCK, these findings demonstrate the interaction between pedagogical knowledge and knowledge of students. Shulman (1986) conceptualized PCK as knowledge that enables teachers to transform subject matter into forms that are pedagogically meaningful for learners. In this study, teachers' use of questions, discussion, motivation, and ice-breaking activities illustrates how pedagogical decisions are adjusted according to students' responses and learning conditions. The strategies therefore function not simply as classroom techniques but



as part of teachers' efforts to make learning more accessible and engaging for students.

The teachers' instructional strategies are also connected to the characteristics of Islamic Religious Education learning. IRE requires students not only to understand religious concepts but also to develop attitudes and practices related to the material being studied. Therefore, instructional strategies that provide opportunities for interaction, questioning, explanation, and practice can support students in connecting the learning material with their understanding and experiences.

An important finding is that teachers do not always maintain the same strategy throughout a lesson. When students show signs of reduced attention or difficulty understanding the material, teachers make adjustments to the learning activity. This flexibility indicates that instructional strategies are implemented dynamically. Teachers observe students' responses and use those responses as a basis for deciding whether an instructional activity needs to be continued, modified, or supported by another strategy. This finding supports previous research indicating that pedagogical competence influences teachers' ability to manage learning activities and respond to students' learning needs in Islamic Religious Education (Nurfuadi, 2020).

This finding strengthens the view that PCK is not simply a fixed body of knowledge possessed by teachers. Rather, PCK becomes visible through teachers' pedagogical decisions in particular classroom situations. The ability to recognize students' responses and adjust instructional strategies demonstrates that teachers integrate knowledge of pedagogy, subject matter, and students when carrying out instruction.

Therefore, the implementation of instructional strategies at MI Mambaul Ulum Dagan represents an important dimension of the teachers' PCK. The use of question-and-answer activities, discussions, motivation, ice-breaking activities, and instructional adjustments demonstrates teachers' efforts to maintain students' engagement and support their understanding. The findings suggest that effective PCK is reflected not only in the selection of an instructional strategy but also in teachers' ability to determine when and why a particular strategy should be used or modified according to classroom conditions.

Learning Media as a Dimension of PCK

The findings show that IRE teachers at MI Mambaul Ulum Dagan use various learning media to support the delivery of learning materials. The media identified in the study include textbooks, modules, pictures, videos, television, and laptops. The use of these media indicates that teachers consider the characteristics



of the learning material and students' needs when determining the resources that can support the learning process.

Textbooks and modules are used as learning resources that provide students with structured information related to the subject matter. Meanwhile, pictures and videos can provide more concrete representations of particular learning materials and help students understand information that may be difficult to explain through verbal explanation alone. Television and laptops are also used as supporting media when teachers consider audiovisual or digital materials relevant to the learning objectives. The variation in media demonstrates teachers' efforts to provide learning resources that correspond to the nature of the material and classroom conditions.

From the perspective of PCK, the selection of learning media is not simply a technical decision. Teachers need to consider whether a particular medium can help students understand the content being taught. This is consistent with Shulman's (1986) view that teachers' pedagogical knowledge is closely connected to their ability to represent and explain subject matter in ways that are accessible to learners. Therefore, the teachers' selection of media in this study can be understood as part of their pedagogical consideration of how particular content should be presented.

The findings also indicate that teachers do not rely exclusively on technological media. Conventional resources such as textbooks, modules, and pictures continue to be used alongside videos, television, and laptops. This demonstrates that the use of learning media is determined by instructional needs rather than by the level of technological sophistication of the medium itself. A particular medium becomes useful when it supports students in understanding the learning material and helps teachers achieve the intended learning objectives. The use of varied learning media is also consistent with previous research emphasizing that the selection of instructional media should support the delivery of Islamic Religious Education content and respond to students' learning needs (Widodo, 2024).

The selection of learning media is also related to students' characteristics. Elementary-level students may require concrete or visual representations to support their understanding of particular concepts. Therefore, teachers' consideration of students' ability to receive and process information becomes an important factor when selecting learning media. The findings suggest that teachers attempt to select media that can make the learning material more accessible and engaging for students.

This finding demonstrates the interconnected nature of PCK. Teachers' knowledge of subject matter influences what needs to be represented, pedagogical knowledge influences how the material can be presented, and knowledge of



students influences which representation or medium is considered appropriate. Consequently, learning media should not be viewed as an independent component of instruction but as part of a broader pedagogical decision-making process.

The findings further suggest that the teachers' PCK is reflected in their ability to use available learning resources flexibly. Teachers select media according to the needs of the lesson rather than applying the same medium in every learning situation. This flexibility is important because different Islamic Religious Education topics may require different forms of representation and explanation.

Therefore, the use of learning media at MI Mambaul Ulum Dagan represents another important dimension of teachers' PCK. The teachers' ability to select textbooks, modules, pictures, videos, television, and laptops according to instructional needs demonstrates their effort to connect learning resources with subject matter, learning objectives, and students' conditions. The findings reinforce the understanding that PCK is manifested through teachers' decisions about how particular content can be represented and made understandable to learners.

Students' Characteristics as a Dimension of PCK

The findings show that IRE teachers at MI Mambaul Ulum Dagan consider students' characteristics when implementing the learning process. Teachers recognize that students have different levels of ability, understanding, participation, and learning needs. These differences become an important consideration in determining how learning materials are delivered and how classroom activities are organized. Thus, teachers' understanding of students is reflected not only in their awareness of individual differences but also in their pedagogical decisions during instruction.

Teachers' attention to students' characteristics can be seen in their efforts to adjust the delivery of learning materials according to students' level of understanding. When students experience difficulties in understanding the material, teachers provide additional explanations or adjust the way the material is presented. Conversely, when students demonstrate sufficient understanding, teachers can continue the learning process through activities that encourage participation and application of the material. This indicates that teachers use students' responses as an important source of information when making instructional decisions.

The findings also indicate that differences in students' participation and classroom engagement influence teachers' instructional responses. Some students may participate actively, while others require greater encouragement to become involved in learning activities. Teachers therefore use approaches such as questioning, motivation, and classroom activities to encourage students' participation. These practices demonstrate that teachers do not view students as a



homogeneous group but recognize differences that need to be considered during instruction.

From the perspective of PCK, knowledge of students is an important component of effective pedagogical decision-making. Shulman (1986) emphasized the importance of understanding how subject matter can be represented and adapted for particular learners. Therefore, teachers' knowledge of students' characteristics contributes to their ability to determine how particular learning materials should be explained and what instructional approaches may be appropriate.

The relationship between knowledge of students and the other dimensions of PCK is particularly evident in the findings of this study. Teachers' understanding of students influences the selection of teaching methods, instructional strategies, and learning media. For example, when students require more concrete explanations, teachers may use visual media or demonstrations. When students require greater opportunities to participate, teachers may use questioning or discussion. This shows that knowledge of students functions as a consideration that connects teachers' pedagogical decisions across different aspects of instruction.

The findings further demonstrate that teachers' understanding of students is not static. Teachers continuously obtain information about students through classroom interaction, observation, questions, and students' responses to learning activities. Such information allows teachers to make adjustments during the teaching process. In this sense, knowledge of students is developed and applied through teachers' direct experience with learners and through reflection on classroom situations.

This finding is consistent with the broader understanding of PCK as contextual and dynamic. PCK is not simply knowledge that teachers possess before entering the classroom; it is also demonstrated through the decisions teachers make when responding to particular learners and particular learning situations. The teachers' efforts to adjust explanations, strategies, and classroom activities according to students' responses demonstrate the practical dimension of PCK.

Therefore, understanding students' characteristics represents an important dimension of the PCK of IRE teachers at MI Mambaul Ulum Dagan. Teachers' awareness of differences in students' abilities, understanding, participation, and learning needs enables them to adjust the learning process accordingly. This finding confirms that effective PCK involves not only knowledge of subject matter and pedagogy but also the ability to understand learners and use that knowledge when making instructional decisions.

Taken together, the findings indicate that the PCK of IRE teachers at MI Mambaul Ulum Dagan is demonstrated through the interaction of knowledge of subject matter, pedagogical knowledge, and knowledge of students. The four



dimensions identified in this study—teaching methods, instructional strategies, learning media, and students’ characteristics—should therefore not be understood as separate components. Rather, they represent interconnected aspects of teachers’ pedagogical decision-making in the process of teaching Islamic Religious Education.

The teachers’ ability to select teaching methods according to the characteristics of the material is connected to their selection of appropriate instructional strategies. Similarly, the selection of learning media is influenced by both the nature of the material and students’ ability to understand the information presented. Knowledge of students also influences these decisions because teachers need to consider students’ abilities, participation, prior understanding, and learning needs. This interrelationship demonstrates that teachers’ PCK is enacted when they make decisions by considering several instructional factors simultaneously.

The findings are consistent with Shulman’s (1986) conceptualization of PCK as a form of knowledge that connects subject matter and pedagogy. In the present study, teachers’ PCK is visible in their efforts to determine how Islamic Religious Education content should be presented, what instructional activities should be used, what learning resources can support understanding, and how instruction should be adjusted to students’ conditions. Therefore, PCK in this context is reflected in teachers’ practical reasoning rather than merely in their possession of theoretical knowledge.

The findings also indicate that teachers’ PCK is contextual and dynamic. Teachers may need to modify their instructional decisions when students demonstrate different levels of understanding or participation. This means that the effectiveness of a teaching method, strategy, or learning medium cannot be determined independently of the content and learners involved. The teachers’ ability to make such adjustments represents an important aspect of professional pedagogical judgment.

From a practical perspective, these findings suggest that the development of PCK among IRE teachers should not focus only on increasing teachers’ knowledge of Islamic Religious Education content or introducing new teaching techniques. Professional development should also provide opportunities for teachers to analyze particular learning materials, identify possible student difficulties, select appropriate instructional representations, and reflect on the effectiveness of their instructional decisions. Such activities can help teachers develop a more integrated understanding of content, pedagogy, and students.

The findings further suggest that the Madrasah Ibtidaiyah context needs to be considered in the development of IRE teachers’ PCK. Because students at this educational level have diverse developmental and learning characteristics, teachers need to continuously adapt the presentation of religious content to students’ levels



of understanding and participation. Thus, strengthening teachers' ability to connect subject matter, pedagogy, and students can support more responsive and meaningful Islamic Religious Education learning.

Overall, the study demonstrates that the PCK of IRE teachers at MI Mambaul Ulum Dagan is reflected in their ability to make instructional decisions that connect learning content, pedagogical approaches, learning resources, and students' characteristics. The finding that these four dimensions operate together provides a more contextual understanding of how PCK is enacted in Islamic Religious Education at the Madrasah Ibtidaiyah level.

Taken together, the findings indicate that the PCK of IRE teachers at MI Mambaul Ulum Dagan is demonstrated through the interaction of knowledge of subject matter, pedagogical knowledge, and knowledge of students. The four dimensions identified in this study teaching methods, instructional strategies, learning media, and students' characteristics should therefore not be understood as separate components. Rather, they represent interconnected aspects of teachers' pedagogical decision-making in the process of teaching Islamic Religious Education.

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Nevertheless, this study has several limitations that should be considered when interpreting the findings. First, the study was conducted in a single Madrasah Ibtidaiyah, MI Mambaul Ulum Dagan, so the findings primarily represent the specific educational and instructional context of that institution. Second, the study employed a qualitative case study approach, which provides an in-depth understanding of teachers' PCK but does not aim to statistically generalize the findings to all Islamic Religious Education teachers. Third, the study focused specifically on four dimensions of PCK teaching methods, instructional strategies, learning media, and students' characteristics and therefore does not cover all possible dimensions of teachers' professional knowledge. These limitations indicate that the findings should be understood within the context and scope of the present study.

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted in only one Madrasah Ibtidaiyah, namely MI Mambaul Ulum Dagan, so the findings reflect the specific educational context of the institution and cannot be broadly generalized to all Islamic Religious Education teachers. Second, this study employed a qualitative approach that focused on understanding teachers' PCK through their instructional practices. Therefore, the findings provide an in-depth description of the research context but do not provide statistical evidence of the relationship between PCK and students' learning outcomes. Third, this study focused on four dimensions of PCK, namely teaching methods, instructional strategies, learning media, and students' characteristics. Other dimensions of teachers' professional knowledge were beyond the scope of this study.

CONCLUSION

This study concludes that the Pedagogical Content Knowledge (PCK) of Islamic Religious Education teachers at MI Mambaul Ulum Dagan is reflected in their ability to integrate subject matter knowledge, pedagogical knowledge, and knowledge of students in classroom practice. The teachers demonstrate PCK through four interconnected dimensions: the selection of teaching methods, the implementation of instructional strategies, the selection and use of learning media,



and the understanding of students' characteristics. The findings indicate that teachers adjust their instructional decisions according to the characteristics of the learning material, learning objectives, classroom conditions, and students' learning needs.

The study shows that PCK plays an important role in supporting teachers' ability to organize Islamic Religious Education learning that is responsive to students' conditions. Teachers' use of varied methods and strategies, selection of appropriate learning media, and attention to differences in students' abilities and participation demonstrate that PCK is enacted through practical pedagogical decision-making. Therefore, strengthening PCK should be an important part of the professional development of Islamic Religious Education teachers, particularly at the Madrasah Ibtidaiyah level.

Future research is recommended to examine PCK among Islamic Religious Education teachers across several Madrasah Ibtidaiyah institutions and in different educational contexts to obtain broader comparative findings. Further studies may also employ mixed-methods or quantitative approaches to examine the development of teachers' PCK and its relationship with students' learning engagement or learning outcomes. Longitudinal studies could additionally investigate how teachers' PCK develops through teaching experience, professional development, and continuous reflection on classroom practice.

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