Expository Learning Strategy

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Abstract

The expository learning strategy is a teaching approach that emphasizes the verbal delivery of learning materials by teachers to students in order to help them understand and master the subject matter optimally. This study is motivated by the importance of selecting effective learning strategies to improve the quality of education and the relevance of expository learning strategies in responding to educational developments. The purpose of this study is to describe the concepts, characteristics, implementation procedures, and relevance of expository learning strategies in improving the quality of learning. This research employs a qualitative approach using a library research method. Data were collected from various literature sources, including scientific journals, books, articles, and relevant previous studies. Data collection was carried out through documentation studies, while data analysis involved data reduction, data presentation, and conclusion drawing. The findings indicate that the expository learning strategy is effective in improving the quality of learning because it enables teachers to deliver material systematically, structurally, and clearly. This strategy is particularly suitable for conceptual subjects that require direct explanation from the teacher. Furthermore, the integration of digital technology into expository learning can enhance students' motivation, understanding of learning materials, and overall learning effectiveness. Therefore, when implemented appropriately, the expository learning strategy remains relevant and can support the achievement of educational goals effectively.

Keywords: *expository learning strategy; learning quality; education; teacher; library research.*

Abstract

The expository learning strategy emphasizes the verbal delivery of material by teachers to students so that they can optimally understand and master the material. This research is motivated by the importance of selecting effective learning strategies in improving the quality of learning and the relevance of expository strategies in facing educational developments. The purpose of this study is to describe the concept, characteristics, implementation steps, and relevance of expository learning strategies in improving the quality of learning. The study used a qualitative approach with a library research type. Data were obtained from various literature sources such as scientific journals, books, articles, and relevant research results. Data collection techniques were carried out through documentation studies, while data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results of the study indicate that the expository learning strategy is an effective strategy for improving the quality of learning because it allows for the delivery of material in a systematic, structured, and easily understood by students. This strategy is very suitable for use on conceptual material that requires direct explanation from the teacher. In addition, the integration of digital technology in expository learning can increase learning motivation, material understanding, and the effectiveness of the learning process. With proper implementation, the expository learning strategy remains relevant and can support the achievement of educational goals optimally.

Keywords: *expository learning strategy; learning quality; education; teachers; literature study.*

Introduction

Education is a crucial process in human life because it plays a crucial role in improving the quality of human resources, including intellectual, emotional, spiritual, and social aspects. Education is not only a means of transferring knowledge but also a medium for character formation, skill development, and the internalization of moral values in social life. The success of education is greatly influenced by the quality of the learning process taking place in the classroom. Therefore, appropriate learning strategies are needed to achieve learning objectives effectively and efficiently. In this context, teachers are required to possess professional skills in selecting approaches, methods, and learning strategies that are appropriate to the characteristics of students and the learning objectives to be achieved (Ritonga et al., 2023).

Learning is an interactive process between educators, students, the learning environment, and learning resources aimed at producing positive changes in student behavior. Learning success is determined not only by the teacher's mastery of the material but also by their ability to manage the learning process effectively and innovatively. However, in educational practice, various problems are still encountered, such as low student interest in learning, lack of active student involvement in the learning process, and the use of inappropriate learning strategies. Therefore, learning strategies are a crucial factor in determining the quality of student learning outcomes (Emidia et al., 2023).

One of the learning strategies widely applied in education is the expository learning strategy. This learning approach emphasizes the direct, systematic, and structured delivery of material by educators to students, with the goal of optimally understanding and mastering the subject matter (Asnanda, 2024). In this strategy, the teacher acts as the center of information delivery, while students act as recipients of the information, expected to be able to grasp the learning concepts explained verbally.

Expository learning strategies remain highly relevant in modern education, particularly in the delivery of conceptual, procedural, and normative material that requires in-depth explanation from educators. Research shows that expository strategies can help improve students' conceptual understanding because the material is presented in a coherent, clear, and systematic manner (Nababan et al., 2023). Furthermore, this strategy also makes it easier for teachers to control the delivery of material, thus achieving learning objectives in a more focused manner.

Over time, the implementation of expository learning strategies has undergone a transformation along with advances in digital technology. The use of learning media such as educational videos, digital presentations, online learning platforms, and interactive multimedia has provided innovations in the application of expository strategies in the classroom. The integration of digital technology in expository learning has been proven to increase students' attention, motivation, and understanding of the learning material presented (Agrecia et al., 2025). This demonstrates that expository strategies are no longer limited to conventional lecture methods but can be developed innovatively to keep pace with current developments.

In the context of Islamic Religious Education, expository learning strategies are crucially relevant because most learning materials are conceptual and normative, requiring direct teacher explanation. Research shows that implementing expository learning strategies in the subject of Aqidah and Akhlak can help students understand Islamic values more deeply and systematically (Kurniawan et al., 2023). Furthermore, expository strategies are also effective in instilling moral values and developing students' morals through directed and structured delivery of material (Bustami & Syofiyanti, 2024).

In addition to improving understanding of the material, expository learning strategies are also considered capable of increasing student learning motivation. Research by Fitriyah et al. (2025) explains that expository learning strategies can boost student learning motivation because the material is presented clearly, is easy to understand, and is accompanied by systematic explanations. A similar finding was also found in research by Fauzi et al. (2025) which showed that the application of the expository method in the Al-Qur'an Hadith subject had a positive impact on improving student learning outcomes.

However, expository learning strategies also face challenges in the modern era. Today's generation of students tends to prefer interactive, visual-based learning, and the use of digital technology. Therefore, teachers are required to creatively develop expository strategies by integrating innovative learning media to prevent boredom. Research by Permata et al. (2025) shows that integrating digital technology into expository strategies can improve students' communication skills while creating more engaging and effective learning.

Furthermore, the effectiveness of expository learning strategies is greatly influenced by the teacher's ability to understand student characteristics, select appropriate learning media, and adapt the delivery method to the desired learning objectives. Teachers are not only required to master the subject matter but also to be able to build effective learning communication to facilitate student comprehension (Supriadi, 2023).

Based on various theoretical studies and previous research findings, it is clear that expository learning strategies remain a relevant learning strategy in education. This strategy offers numerous advantages in helping educators deliver learning materials systematically, enhancing student understanding, and supporting the achievement of learning objectives. Therefore, studying expository learning strategies is crucial to understand their basic concepts, characteristics, principles, implementation steps, advantages, disadvantages, and relevance in improving the quality of learning in education.

Learning is a process of interaction between educators, students, and learning resources in a specific learning environment. In this process, teachers are required to be able to create an active, effective, innovative, and enjoyable learning atmosphere so that students can optimally understand the material presented. However, in practice, many obstacles are still found, such as students' poor understanding of the material, lack of interest in learning, and inappropriate learning strategies used by educators. Therefore, the use of appropriate learning strategies is a primary need to improve the quality of education. According to Emidia et al. (2023), learning strategies play a crucial role in helping students achieve learning objectives optimally and develop their various potentials.

One of the learning strategies widely used in education is the expository learning strategy. The expository learning strategy is a learning approach oriented towards the direct, systematic, and structured delivery of material by the teacher to students. In this strategy, the teacher acts as the central source of information, while students receive, understand, and master the material presented. According to Asnanda (2024), the expository learning strategy is an effective strategy for improving student learning comprehension because the material is delivered in a coherent and clear manner, making it easier for students to grasp the learning concepts presented by the teacher.

Expository learning strategies are highly relevant in education because they can be used to deliver material that requires detailed and systematic explanation. Nababan et al. (2023) stated that expository learning strategies are an effective learning approach for improving the quality of learning because they help teachers deliver material in a more focused manner. Furthermore, this strategy allows teachers to control the sequence of material delivery, making the learning process more structured and easier for students to understand.

In today's era of digital technology, expository learning strategies have undergone significant development. The use of technology-based learning media such as instructional videos, digital presentations, animations, and online learning platforms has provided a new perspective on the implementation of expository strategies. Research by Agrecia et al. (2025) shows that integrating technology into expository learning strategies can increase learning effectiveness by making students more engaged and understanding the material more easily. The use of digital technology also helps teachers present material more creatively and innovatively, preventing monotony in learning.

In the context of Islamic Religious Education, expository learning strategies are also highly relevant because much of the learning material is conceptual and normative, requiring direct explanation from educators. Research by Kurniawan et al. (2023) shows that applying expository learning strategies to the subject of Aqidah and Akhlak can help students better understand religious values. This is reinforced by Bustami and Syofiyanti (2024), who explain that expository learning strategies are effective in instilling moral values in students through directed and systematic delivery of material.

In addition to improving student understanding, expository learning strategies are also considered capable of increasing student learning motivation. Research by Fitriyah et al. (2025) explains that expository strategies can encourage student learning motivation because the learning material is presented clearly, systematically, and easily understood. Research by Fauzi et al. (2025) also shows that the application of the expository method in the Al-Qur'an Hadith subject has a positive impact on improving student learning outcomes because students find it easier to understand the content of the learning material provided by the teacher.

However, expository learning strategies also face several challenges, particularly amidst the changing times and changing student characteristics. The current

generation of students tends to prefer interactive, visual, and technology-based learning. Therefore, expository strategies need to be combined with other learning approaches to avoid boredom during the learning process. Permata et al. (2025) stated that integrating digital technology into expository strategies can help improve students' communication skills and make learning more engaging and innovative. This is further supported by Ritonga et al. (2023) who emphasized that the success of expository learning strategies is greatly influenced by the teacher's ability to understand the students' conditions, learning objectives, and the learning media used.

Based on these various studies and research findings, it is clear that expository learning strategies remain highly relevant in modern education. This strategy is not only effective in delivering learning materials systematically but can also be developed through the integration of digital technology to improve learning quality. Therefore, a thorough understanding of expository learning strategies is crucial to understand the basic concepts, characteristics, principles, implementation steps, advantages, disadvantages, and relevance to improving learning quality in education.

Research Methods

This research uses a qualitative approach with a library research method. The library research method was chosen because this research focuses on the study of various theories, concepts, research results, and scientific literature related to expository learning strategies. The research data sources consist of primary data in the form of scientific journals, books, articles, and relevant research results, as well as secondary data in the form of other supporting documents. The data collection technique is carried out through documentation studies by identifying, reading, recording, classifying, and reviewing various library sources related to expository learning strategies. Data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions to gain a deep understanding of expository learning strategies. Data validity is carried out through source triangulation by comparing various relevant references to make the data obtained more objective and scientific.

Results and Discussion

Understanding Expository Learning Strategies

The expository learning strategy is an approach that emphasizes direct instruction by the teacher to students using verbal methods. In this approach, the teacher's role as a transmitter of information is dominant, while students act as listeners, following and understanding the teacher's explanations in an orderly and sequential manner. The primary goal of this approach is for students to master the subject matter thoroughly and effectively.

The integration of digital technology into expository teaching has significantly transformed today's education landscape. With this technology, educators can improve the quality of instruction by supplementing materials with multimedia elements such as images, videos, and animations, which facilitate the understanding of complex concepts. Furthermore, online learning platforms provide students with easy access to materials anytime and anywhere, supporting independent learning and allowing students to review previously taught material (Agrecia et al., 2025).

Learning strategies are an integral part of the educational process, involving interrelated components within a framework known as a learning pattern. The word "strategy" comes from the Greek word "strategos," which refers to efforts to achieve victory in battle. The term "strategy" is often used in various fields of activity aimed at achieving success or achieving goals. The word "learning" refers to the process of guiding people to learn according to a plan.

The term "expository" comes from the word "exposition," which refers to the delivery of learning or information. In the context of learning, expository is a strategy used by educators to convey facts, ideas, and important information to students. Before using expository learning strategies, educators used what is known as an "advanced organizer." An advanced organizer is an introductory statement that outlines the overall structure of the knowledge or material to be presented. Its primary purpose is to connect students' existing knowledge with the information they will receive.

According to Rusman, expository learning is a learning strategy that emphasizes the process of delivering material verbally from educators to students so that students can master the material optimally. According to Roy Killen, an expository strategy is a direct learning strategy, namely material delivered by educators without requiring students to find the material. According to Sanjaya, an expository learning strategy is an approach that emphasizes the delivery of material orally by emphasizing the delivery of information derived from books, references, and personal experience. According to

Romiszowki, this learning strategy follows several stages as follows. First, presentation of information.

Second, it tests mastery and provides restatement when necessary. Third, it provides opportunities to apply knowledge through example problems, which may be of a higher level of difficulty and more numerous. Fourth, it provides opportunities to apply new information to real-life situations and problems (Supardi et al., 2023).

Expository strategies in Islamic religious education have deep philosophical and epistemological roots in the Islamic scientific tradition. The literature review shows that this method originates from fundamental concepts in Islamic education which emphasize the importance of direct and structured transmission of knowledge from teachers to students. In the treasures of classical Islamic scholarship, this approach is reflected in the talaqqi and riwayah systems which are the main pillars in the learning process.

In a contemporary context, the theoretical foundations of expository strategies can be understood through an integration of Islamic tradition with modern learning theory. Bandura's social cognitive theory of learning through observation reinforces the concept of uswah hasanah (good role models) in Islamic education. Meanwhile, Gagne's information processing theory provides a scientific framework for the effectiveness of the structured delivery of material that characterizes the expository method.

From a theological perspective, the foundation of expository strategies can also be found in the method of delivering the message itself. The Qur'an, as the primary source of education, was revealed gradually with direct explanations from the Prophet Muhammad (peace be upon him), a pattern that serves as an ideal model for expository strategies in Islamic education. Recent research in educational neuroscience also provides theoretical support for the effectiveness of expository strategies when implemented appropriately. The psychological aspects of learning are also important factors in determining the effectiveness of expository strategies. Information processing theory suggests that the human brain has a limited capacity to receive and process verbal information.

Therefore, the delivery of expository strategy material needs to consider cognitive psychology principles such as chunking (grouping information), scaffolding (gradually arranging material), and spaced repetition (repetition of material at certain

intervals). The application of these principles can significantly increase knowledge retention (Azzahra et al., 2025).

Basic concepts of expository learning strategies

Expository learning strategy is a learning approach that places the teacher as the center of delivering information to students directly and systematically. According to (Sanjaya 2019), the expository strategy is appropriate for conveying conceptual material that requires explicit explanation. In learning about faith and morals, this strategy is often used because the material is normative and closely related to moral and ethical values (Bustami et al. 2025).

Expository learning is also a teaching strategy that has proven effective in conveying information systematically and structured. In this method, the teacher acts as the primary source of information, communicating concepts, ideas, and knowledge to students. This approach emphasizes clear and detailed delivery of material, with the goal of helping students understand the topic being studied.

Expository learning usually takes the form of lectures, explanations, or demonstrations, which provide a comprehensive overview of the material to be studied. The main advantage of expository learning is its ability to provide information in a clear and structured manner, allowing students to understand the topic more deeply. When students receive a systematic and detailed explanation, they are more easily able to organize their own thoughts and articulate their ideas more clearly.

This process not only strengthens their understanding of the subject matter, but also equips them with better communication skills, which are very important in everyday life and the world of work. However, in this increasingly digitally connected world, expository learning must be combined with the use of digital technology to further increase its effectiveness. Technology allows expository learning to be more interesting and interactive (Permata et al., 2025).

Characteristics and principles of expository strategy

Expository learning has several characteristics, one of which is the focus on the teacher or educator. In this exploratory learning strategy, the role of the teacher is very important because the teacher provides and explains learning materials so that students can understand them (Nabila et.al., 2024).

The characteristics of expository learning are, first, verbal delivery of material, namely the expository learning strategy is carried out by expressing Islamic-based subject matter orally. This means that oral communication is the main tool in implementing this strategy, and is often called the lecture method. Second, structured subject matter, namely the material delivered in the expository strategy is usually prepared in advance and has been well structured. This material can be in the form of data, facts, or certain concepts that have been well organized and do not require students to rethink the material. Third, the main goal of mastering the material, namely the main goal of expository learning is for students to understand and master the subject matter itself. After the learning process is complete, it is expected that students can have a correct understanding of the material and be able to express it well.

The principles of using expository learning strategies state that no one learning strategy is considered superior to another. The effectiveness of a learning strategy can be determined by its effectiveness in achieving the predetermined learning objectives. Therefore, the first consideration when using a learning strategy is the goal to be achieved.

In using expository learning strategies, there are several principles that every teacher must pay attention to. These include: First, goal-oriented. Although the delivery of lesson material is...The main characteristic of an expository learning strategy using the lecture method, however, does not mean that the process of delivering material is without regard for learning objectives. In fact, these objectives should be the primary consideration when using this learning strategy.

Second, the communication principle of the learning process can be implemented as a communication process, which refers to the process of conveying messages from one person to another or a group of people. Third, the principle of student readiness to receive information as a stimulus that we provide, we must first position them in a state of readiness both physically and mentally to receive the lesson. Fourth, the principle of continuity of the expository learning process must be able to encourage students to want to learn the subject matter further. Learning does not only take place at that time, but also for the future. A successful expository is when the delivery process can bring students to a situation of imbalance (Nababan et.al., 2023).

Steps of Expository Learning Strategy

In using learning strategies, there are several things that every educator needs to understand, such as: First, formulate the desired objectives, which is the initial step an educator needs to prepare. These objectives should be expressed in the form of concrete behavioral changes that focus on learning outcomes. By establishing clear objectives, educators can not only help students understand the subject matter but also measure the efficiency and effectiveness of using these strategies.

Second, master the subject matter well, namely deep mastery of the material. A strong understanding of the material will increase the teacher's self-confidence, so that the teacher can more easily manage the class, move freely, interact with students with full confidence, and not worry too much about student behavior that might disrupt the learning process. Third, understand the context and factors that influence the learning process, namely understanding the context well allows educators to anticipate potential obstacles in delivering lesson materials. (Ritonga et.al, 2023)

Fourth, if you want to arouse students' curiosity about a particular topic, for example, subject matter that is a lure to increase students' learning motivation. Fifth, the teacher wants to demonstrate a particular technique or producer for practical activities. The producer is usually a standard step or standard steps that must be followed in carrying out a particular process. Sixth, if all students have the same level of difficulty so the teacher needs to explain to all students. Seventh, if the teacher will teach a group of students who have low abilities on average. Expository strategies are very effective for teaching concepts and skills to children who have less abilities (low achieving students). Eighth, if the environment does not support the use of student-centered strategies, for example the lack of the necessary facilities and infrastructure.

Ninth, if there is not enough time to use a student-centered approach. Tenth, if the subject matter to be taught is suitable for presentation, meaning that, considering the nature and type of the subject, the material is only likely to be understood by students when delivered by the teacher, for example, subject matter resulting from research in the form of specific data. (Asnanda, et al., 2024).

Theoretical Basis of Expository Strategy in Islamic Education

Expository strategies in Islamic Religious Education have philosophical andepistemological deep within the Islamic scientific tradition. Literature review shows that this method is rooted in fundamental concepts in Islamic education that

emphasize the importance of direct and structured transmission of knowledge from teacher to student. In classical Islamic scientific literature, this approach is reflected in the talaqqi and riwayah systems that are the main pillars of the learning process. Traditional Islamic epistemology views teachers as authoritative sources of knowledge, a concept known as al-ustadziyyah. Classical books such as Imam Al-Ghazali's Ihya' Ulumuddin explicitly explain the importance of the listening process (al-sama') and respect for the chain of transmission of knowledge (sanad). This concept developed in educational practices in traditional Islamic boarding schools through the bandongan and sorogan methods, where the kyai or ustadz delivers direct explanations of reference books. From the perspective of Islamic educational psychology, the expository strategy is in accordance with the tabula rasa theory in Al-Ghazali's thought, which views students as blank paper that needs to be filled with true knowledge. This approach is also in line with the concept of tazkiyatun nafs (purification of the soul) where the learning process is not only the transfer of knowledge but also the instilling of values through the teacher's example.

In a contemporary context, the theoretical basis of expository strategy can be understood throughintegration between Islamic tradition and modern learning theory. Bandura's social cognitive theory of learning through observation reinforces the concept of uswah hasanah (good role models) in Islamic education. Meanwhile, Gagne's information processing theory provides a scientific framework for the effectiveness of structured material delivery, which is the hallmark of the expository method. Studies of classical Islamic educational texts show that the expository strategy was never intended as a passive, one-way method. Az-Zarnuji's Ta'lim al-Muta'allim emphasizes the importance of interactive dialogue and the appreciation of meaning in the learning process. This indicates that expository in the Islamic tradition actually has a dynamic dimension that is often overlooked in modern implementation. Recent developments in Islamic education studies show attempts at theoretical reconstruction of the expository strategy.

The integrative-expository approach concept developed by contemporary Islamic education experts seeks to combine the power of traditional scientific transmission with the principles of active learning. This approach emphasizes the importance of contextualizing material and developing critical thinking without abandoning the teacher's scientific authority. From a theological perspective, the

foundation of the expository strategy can also be found in the method of conveying revelation itself. The Qur'an, as the primary source of Islamic education, was revealed gradually with direct explanations from the Prophet Muhammad (peace be upon him), a pattern that serves as an ideal prototype for expository strategies in Islamic education. Recent research in educational neuroscience also provides theoretical support for the effectiveness of expository strategies when implemented appropriately. Discoveries about how the brain processes and stores verbal information provide a scientific basis for the material delivery techniques developed in the Islamic educational tradition.

Philosophically, the effectiveness of expository strategies in Islamic Religious Education (PAI) stems from their alignment with the ontological characteristics of Islamic sciences. Sciences such as tafsir, hadith, and fiqh are essentially transmissive disciplines, where the validity of knowledge depends heavily on a clear sanad, or chain of transmission. It is in this context that expository strategies find their most fundamental relevance, as they enable the transfer of knowledge from the teacher, as the scholarly authority, to the student with a high degree of accuracy. The isnad system in the science of hadith, for example, is essentially the most sophisticated form of expository strategy ever developed in the Islamic scholarly tradition. However, the effectiveness of this strategy in the context of modern learning cannot be viewed solely from the perspective of knowledge transmission. Various studies have shown that Islamic Religious Education learning that relies solely on a conventional expository approach tends to produce verbalistic and less applicable understanding. Students may be able to memorize various religious concepts and theories, but often struggle to transform this knowledge into concrete attitudes and behaviors. This phenomenon in the world of education is known as the "paradox of Islamic Religious Education learning," where there is a gap between mastery of religious material and internalization of religious values in everyday life. The challenge of the effectiveness of expository strategies is increasingly complex when faced with the characteristics of the digital native generation who tend to have different learning styles than previous generations. Some of the characteristics of this generation, such as a preference for visual learning, a tendency to think non-linearly, and the need for rapid feedback, are often not well accommodated in traditional expository strategies. This condition demands a fundamental reconstruction of how to apply expository strategies in the current context (Azil.et.al 2025).

The steps for implementing and applying the Expository Learning Strategy or Plan are: 1). Preparation is the first key step of the Expository Learning Strategy or Plan, the objectives of which include: a) Arousing students' motivation and interest in learning b) Stimulating and arousing students' curiosity c) Creating an open and enjoyable learning atmosphere and climate for students so that students feel interested in the learning situation they want. 2). Presentation or process is the step of delivering lesson material from the teacher to students or a group of students in accordance with the preparations made in the first step. 3. Correlation is the relationship between lesson material and student experience or other things that enable students to grasp the relationship in their knowledge structure. 4). Summarizing or summarizing the steps to understand the essence of the lesson material that has been presented and explained. In an expository learning strategy or plan, by summarizing, students will extract the essence and important points from the presentation process, thereby providing students with confidence in the truth of the explanation. 5). Applying or implementing is a very important step in the Expository Learning Strategy or Plan because the teacher can collect information about the students' mastery of the material and the technique usually used in this step is to provide tests that are appropriate to the material that has been taught.

Advantages and Disadvantages of Expository Learning Strategies or Plans

1. The advantages of the Expository Learning Strategy or Plan are: Expository is a strategy or learning plan that is widely and frequently used in teaching and learning activities. This learning has several advantages or benefits, including: a) By using this Expository Learning Strategy or Plan, teachers can control or check the sequence and mastery of learning materials, thus they can find out to what extent students understand the material. b) Expository Learning Strategy or Plan is considered very effective in the learning process at school. c) Expository Learning Strategy or Plan is not only effective but can also make students listen more to the learning material, as well as making students able to see or observe the material presented by the teacher.
2. The disadvantages of the Expository Learning Strategy or Plan are: a) This learning strategy or plan cannot possibly see the overall differences in the learning character of each individual, including differences in

abilities, differences in knowledge, interests, and talents, as well as differences in students' learning styles. b) The Expository Learning Strategy or plan is given more through lectures or teacher explanations, making it difficult to develop students' abilities in terms of interpersonal socialization skills between students in the environment. (gestiana, et.al, 2020)

For an expository learning strategy to be effective, teachers need to pay attention to several important things. First, teachers must use language that is clear, simple, and easy for students to understand, so that the material presented is not confusing. Second, teachers should emphasize main points and repeat information that is considered important or difficult, so that students can more easily grasp the essence of the lesson. Third, the use of appropriate learning media, such as whiteboards, presentation slides, images, diagrams, or videos, greatly helps students understand concepts visually. Furthermore, teachers need to provide real-life examples or applications so that students can connect the theory to their own experiences. Fourth, although this strategy is predominantly teacher-driven, it is still recommended to engage students through questions or short discussions, so that they are more active in thinking and strengthen their understanding. Finally, teachers must pay attention to the duration of the material delivery to prevent students from getting bored or losing focus, thus ensuring that the learning process remains enjoyable and effective. By implementing these tips, the expository strategy not only conveys information but also helps students understand and remember the material better.

Conclusion

Based on the results of the literature review regarding expository learning strategies, it can be concluded that the strategyExpository learning is a learning approach that emphasizes the process of delivering material directly, systematically, and structured by educators to students. In this strategy, educators act as the main source of information whose job is to convey concepts, facts, and knowledge to students verbally with the aim that students are able to understand and master the learning material optimally. Expository learning strategies have several main characteristics, including verbal delivery of material, learning materials that have been structured, and an orientation towards mastery of the material by students. In addition,

the application of this strategy is also based on several important principles in learning, such as being oriented towards learning objectives, effective communication between educators and students, students' readiness to receive information, and the sustainability of the learning process.

In the context of modern education, expository learning strategies remain highly relevant, particularly in the delivery of conceptual material requiring systematic explanation. The effectiveness of this strategy can be further enhanced by the support of educators' strong mastery of the material, effective classroom management, and the use of digital technology as an innovative and interactive learning medium. Therefore, expository learning strategies remain an alternative learning strategy that can be used to improve the quality of the learning process in education.

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