Expository Learning Model in Islamic Religious Education

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ABSTRACT

The creation of effective learning is a result of the role that educators take in designing learning activities, including the selection of learning models to be used. Based on this point, in this research, the authors will explain the theory of expository learning model in PAI learning. The research method used refers to a qualitative approach, where the data is presented in narrative form related to the theory of expository learning model in PAI learning. The data sources of this research come from relevant books and articles, then analyzed using content analysis techniques to sort, identify, and conclude information from various literatures in order to give rise of different perspectives related to the expository learning model in PAI learning. From the analysis, the author found three sub-themes related to the expository learning model in PAI learning, which are: i) the concept of expository learning model, ii) the syntax of expository learning model, iii) the design of expository learning model in PAI learning. In the future, the author hopes that this research will have a positive impact, especially in the development of PAI learning models, so that students get a meaningful learning experience.

Keywords: Learning Model, Islamic Religious Education, Expository Learning

INTRODUCTION

Learning is a process of interaction between students and educators, as well as interaction between students and other learning resources in an educational learning environment, so that students can develop attitudes, knowledge, and skills to achieve predetermined goals[1]. Learning as an effort to influence a person's emotions, intellect, and spirit to want to learn of their own accord[2]. This definition emphasizes that learning does not only focus on cognitive aspects, but also includes the moral development and creativity of students.

The learning process is a series of activities ranging from planning and implementation to assessment. Learning is a process of interaction between teachers and students that leads to changes in individual behavior. Thus, this definition underscores the importance of dynamic relationships in the context of education[3]. This overall understanding shows that learning is a multifaceted phenomenon involving emotional, cognitive, and social aspects. Learning can generally be defined as the process of teaching students or making students learn.

[1] Sudirman and Rosmini Maru, *Implementasi Model-Model Pembelajaran Dalam Bingkai Penelitian Tindakan Kelas*, *Badan Penerbit UNM*, 2016.

[2] Marhamah Marhamah, "Pelaksanaan Metode Diskusi Pada Mata Pelajaran Fikih," *Educare : Jurnal Penelitian Pendidikan dan Pembelajaran* 3, no. 1 (2023): 9–14.

[3] Putri Khoerunnisa and Syifa Masyhuril Aqwal, "Analisis Model-Model Pembelajaran," *Fondatia* 4, no. 1 (2020): 1–27.

In this paper, the author adopts the concept that learning is a process of interaction between learners and educators, as well as interaction between learners and other learning resources in an educational learning environment, so that learners can develop their attitudes, knowledge, and skills to achieve predetermined goals. Some important elements in the learning process are the interaction process, the learning environment, the development of attitudes, knowledge, and skills, and predetermined goals.

The purpose of this paper is to describe the learning experiences of students by manipulating the environment and engineering activities to create learning experiences that enable students to go through, experience, or do something. It is through this process of going through, experiencing, and doing that students will ultimately acquire knowledge, understanding, attitudes, and skills. In this context, it is the students who actively engage in learning activities. The learning activities referred to here include both physical and mental activities[4]. To encourage students to be active in learning activities, teachers should create varied learning models that allow students to engage in various activities such as reading, viewing pictures or illustrations, writing, discussing, expressing their thoughts, debating, practicing skills, and not positioning students as passive parties who are only asked to listen to their teachers' lectures.

There are many factors that influence the success of the learning process in schools, such as teachers, students, curriculum, social environment, and others. However, the most important factors are teachers and students, as they understand the essence of learning as a conscious effort by teachers to help students learn according to their interests[5]. Another important factor is the teacher's ability to determine the learning model. One such model is the expository learning model, which emphasizes the verbal delivery of material from a teacher to students with the aim of enabling students to master the subject matter optimally. In this paper, the author wishes to explain how the expository learning model is applied in PAI learning.

RESEARCH METHOD

This study uses a qualitative method with a content analysis approach. In general, this method with a content analysis approach covers all analyses of text content, whether in the form of books, magazines, newspapers, etc. In addition, content analysis is also used to describe specific analytical approaches[6,7]. In this study, the main sources of data were books and articles related to expository learning models. The author then conducted the analysis stages in accordance with the content analysis research procedure, namely problem formulation, data source selection, operational definition, code compilation and reliability measurement, data analysis, and report compilation[8]. After completing the analysis stage, the author finally presents the descriptive research results related to the expository learning model theory in PAI learning.

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[5] al et Putra. A, *Strategi Pembelajaran (Suatu Pengantar)* (Medan: Yayasan Kita Menulis, 2022).

[6] Jumal Ahmad, "Desain Penelitian Analisis Isi (Content Analysis)," *Jurnal Analisis Isi* 5, no. 9 (2018): 1–20.

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RESULTS AND DISCUSSION

The Concept of the Expository Learning Model

The term “expository” in the Big Indonesian Dictionary comes from the word “exposisi,” which means to present or explain[9]. Furthermore, in English, the term expository learning model comes from two main words, namely “expository,” which means explanation or delivery of information in a clear and systematic manner, and “learning model,” which means a framework or pattern of learning. Terminologically, the expository learning model is a learning model that centers on the educator as the main conveyor of information. In this approach, the educator is responsible for explaining concepts, principles, or lesson material in detail and systematically, while the learners act as active recipients of information[10]. This approach aims to ensure that students gain a clear and deep understanding of the material being taught.

The expository model is a method of delivering lessons from an educator to students in the classroom by speaking at the beginning of the lesson, explaining the material and example questions, accompanied by questions and answers. Educators can check students' work individually and explain the material again to students if they feel that many students do not yet understand it. Students' activities are not limited to listening and taking notes; they also complete practice problems and ask questions if they do not understand.

This is in line with Sanjaya's opinion, which states that the expository learning model is a learning model that emphasizes the process of verbal delivery of material from an educator to a group of students with the aim of enabling students to master the subject matter optimally. Killen calls this expository model the direct instruction model, because in this model, the subject matter is delivered directly by the educator. Learners are not required to discover the material themselves[11].

The expository learning model has received mixed reviews from experts, including: first, according to Chakus[12], The expository model is a learning model that is used by first providing explanations of the definitions, principles, and concepts of the subject matter, as well as providing examples of problem-solving exercises in the form of lectures, demonstrations, question and answer sessions, and assignments. Students follow the pattern set by the teacher carefully. The use of the expository model is a learning model that aims to convey the content of the lesson directly to students. The expository learning model is one where the presentation of the material emphasizes verbal, oral, or spoken communication by the teacher. In this strategy, the material is presented directly by the teacher, so it is often referred to as the “chalk and talk” strategy[13].

Second, according to Majid,[14] explains that expository learning strategy is a learning strategy that emphasizes the process of verbal delivery of material from a teacher to a group of students with the intention that students can master the material optimally. In this strategy, the lesson material is delivered directly by the teacher; students are not required to find the material themselves.

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[9] Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan, “Kamus Besar Bahasa Indonesia,” *Arti Kata “Eksposisi” Menurut KBBI*, 2023, https://kbbi.co.id/arti-kata/eksposisi.

[10] Bruce Joyce and Emily Calhoun, *Models of Teaching* (Taylor & Francis, 2024).

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[13] Abdurrahman Mulyono, *Anak Berkesulitan Belajar* (Jakarta: Rineka Cipta, 2012).

[14] Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013).

Third, according to the Directorate of Education[15], the expository learning strategy is a learning method that emphasizes the process of verbal delivery of material from a teacher to a group of students with the aim of enabling students to master the subject matter optimally. In this strategy, the subject matter is delivered directly by the teacher. Students are not required to discover the material on their own. The subject matter is presented as if it were already complete. Since the expository method places greater emphasis on the process of verbal communication, it is often referred to as the "chalk and talk" strategy.

Fourth, according to Suryani and Agung, the expository learning model is a form of teacher-oriented learning approach, because in this strategy, teachers play an important and very dominant role. Through this strategy, teachers deliver material in a structured manner with the hope that students will master the subject matter well. The main target of this strategy is the intellectual ability of students, while personal and social abilities are not addressed[16].

The expository model of learning is an educator-centered approach, in which the teaching and learning process focuses on the direct and systematic delivery of material. This model is often referred to as teacher-centered learning, because educators play an active role in delivering information, while students act as recipients of information.

The expository model is similar to the lecture model. Both models position the educator as the provider of information (lesson material). In the lecture model, the educator's dominance in the teaching-learning process is more centralized than in the expository model. In the expository model, students are more active than in the lecture model. Students work on practice problems independently, may ask each other questions and collaborate with other students, or be instructed to solve problems on the blackboard[17]. However, the expository method and the lecture method have differences, namely that the expository method can use the lecture method as well as question and answer sessions and even discussions by utilizing available resources, including learning media. Thus, the expository learning model refers to a learning approach that emphasizes the direct, structured, and logical delivery of material by educators to learners. In the context of learning, expository is a strategy used by teachers to convey or explain facts, ideas, and other important information to learners.

In this paper, the author draws on the concept of Suryani and Agung, who argue that the expository learning model is a form of teacher-oriented learning approach, because in this strategy, teachers play an important and very dominant role. The characteristics of the expository model include: 1) The expository model is carried out by verbally delivering lesson material, meaning that oral communication is the primary tool in implementing this model, which is why it is often equated with lecturing. 2) The subject matter presented is typically pre-established material, such as data or facts, specific concepts that must be memorized, thereby not requiring students to rethink the material. 3) The primary objective of learning is mastery of the subject matter itself, meaning that after the learning process concludes, students are expected to understand it correctly by being able to restate the material that has been explained[18].

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[15] Direktorat Tenaga Kependidikan., *Strategi Pembelajaran Dan Pemilihannya.* (Jakarta: Depdiknas., 2008).

[16] Suryani & Leo Agung, *Strategi Belajar Mengajar* (Yogyakarta: Ombak, 2012).

[17] Suherman Erman Dkk, *Strategi Pembelajaran Matematika Kontemporer* (Bandung: Universitas Pendidikan Indonesia, 2001).

[18] Abdul Aziz Wahab, *Metode Dan Model_model Mengajar* (Bandung: Alfabeta, 2009).

The expository learning model is a widely and frequently used learning model[19]. This is because this model has several advantages, including: 1) By using the expository learning model, teachers can control the sequence and scope of learning materials, so that teachers can determine the extent to which students have mastered the material presented. 2) The expository learning model is considered highly effective when the subject matter to be mastered by students is extensive, while the time available for learning is limited. 3) Through the expository learning model, students can not only hear about the subject matter through narration but also observe it through demonstrations. 4) Another advantage is that the expository learning model can be used for large numbers of students and large class sizes.

Other sources also mention the advantages of the expository learning model, namely: 1) Time Efficiency, 2) Full Control by the Teacher, 3) Suitable for Complex Material, 4) Suitable for Beginner Students, 5) Enables Systematic Information Delivery, 6) Facilitates the Delivery of Large Amounts of Information, 6) Maximizes the Teacher's Role as the Primary Source, 7) Encourages Student Focus, 8) Can be Combined with Learning Media, 9) Provides a Basis for Discussion or Follow-up Activities.

Despite its many advantages, the expository learning model is not without its shortcomings. First, this model is only effective for students who have good listening and comprehension skills. For students who struggle with these skills, other learning models should be considered. Second, the expository model tends to be unable to accommodate individual differences, whether in terms of ability, prior knowledge, interests, talents, or learning styles.

Third, since this approach emphasizes lectures and one-way explanations from the teacher, students' abilities in socializing, building interpersonal relationships, and critical thinking are not developed optimally. Fourth, the success of learning depends heavily on the quality of the teacher themselves, including preparation, mastery of the material, self-confidence, enthusiasm, communication skills, and classroom management abilities. Without these elements, the expository learning process is likely to fail.

Fifth, teacher-led speaking activities in this model are typically limited to specific moments, such as when introducing the lesson, presenting the material, or providing example problems. Meanwhile, student activities are not limited to listening and note-taking but also include independently or group-based problem-solving exercises and discussions with peers. Sixth, during exercises, students may be asked to work on problems on the blackboard, while the teacher circulates to check students' work individually and provide additional explanations if necessary. If many errors are found, the teacher may provide a class-wide explanation to the entire class.

Meanwhile, other sources mention the shortcomings of the expository learning model: 1) Not suitable for diverse learning styles, 2) Potentially boring, 3) Limited ability to develop critical thinking skills, 4) Difficulty in directly measuring student understanding, 5) Dependence on the teacher's communication skills.

In using the expository learning model, there are several basic principles that every educator needs to pay attention to so that the learning process runs effectively and in line with the objectives. First, the principle of goal orientation. Although the main characteristic of the expository model is the direct delivery of material through lectures, this does not mean that the delivery is done without direction. On the contrary, teachers must first set clear, specific,

[19] Sudarta, "Pengaruh Model Pembelajaran Ekspositori Berbantuan Scaffolding Dan Advance Organizer Terhadap Hasil Belajar Fisika Peserta Didik Kelas X" 16, no. 1 (2022): 1–23.

and measurable learning objectives. These objectives must be formulated in terms of the behaviors expected to emerge from students as a result of learning, in line with the established competency standards.

Second, the principle of communication. The learning process is essentially a form of communication between educators as the source of information and students as the recipients of information. In effective communication, the message (learning material) must be conveyed in a structured, systematic manner that is in line with the learning objectives. The success of communication is determined by the extent to which the message is received and understood by the students. If the message is not conveyed properly, the learning process will be ineffective. Therefore, in the expository model, the teacher's ability to convey material clearly and communicatively is crucial[20].

Third, the principle of readiness. This principle comes from connectionism learning theory, which emphasizes that the mental and physical readiness of learners will influence their response to learning stimuli. If learners are ready, both psychologically and cognitively, they will more easily accept and respond to the material presented. Conversely, if they are not ready, learning will not be effective, even if the material has been presented well.

Fourth, the principle of continuity. An ideal expository model should not only convey information but also spark learners' curiosity to continue learning independently. A well-delivered lesson can create a state of cognitive disequilibrium, which will encourage students to seek answers or expand their understanding beyond the classroom. Thus, the learning process does not stop there but continues independently in daily life or in subsequent learning sessions[21].

Syntax of the Expository Learning Model

The Expository Learning Model consists of systematic stages designed to help educators convey material clearly, structurally, and in a way that is easy for students to understand. Each stage has an important function in ensuring that the information provided is not only received, but also understood and applied effectively[22]. he stages are as follows:

1. Preparation. The preparation stage plays a crucial role in determining the success of expository learning. At this stage, teachers strive to condition students to be mentally and emotionally ready to receive the material. The objectives include: (a) removing students from a passive mental state; (b) stimulating motivation and interest in learning; (c) stimulating curiosity; (d) creating an open and conducive learning atmosphere; (e) providing positive suggestions; and (f) explaining the learning objectives explicitly from the outset.
2. Presentation. This stage is the core of the expository learning process, namely the delivery of lesson material. Teachers are required to organize and present information in a coherent, interesting manner, and in accordance with appropriate communication strategies. The main focus in this stage is how to deliver the material so that it can be easily understood by students, in terms of language, delivery structure, and emotional and logical engagement.

[20] Bayu Atriyanto, "Belajar Siswa Pada Mata Diklat Memperbaiki Compact Cassete Recorder Kelas XI TAV di SMA Negeri 2 Surabaya " Bayu Atriyanto Edy Sulistiyo Pendahuluan Metode Penelitian Jenis Penelitian Ini Adalah Penelitian Quasi," *Jurnal Pendidikan Teknik Elektro*, 3 (2014): 9–15.

[21] Suyadi, *Strategi Pembelajaran Pendidikan Karakter* (Bandung: PT. Remaja Rosdakarya, 2013).

[22] Sunardi Nur, *Strategi Dalam Pembelajaran: Menjadi Pendidik Profesional.* (Bandung: Remaja Rosdakarya., 1990).

3. Connecting. In this stage, teachers strive to connect the subject matter with real-life experiences that students have had or with knowledge they already possess. This strategy aims to make it easier for students to understand the concepts being taught because they feel close and relevant to their lives.
4. Concluding. The concluding step aims to reiterate the main points or key concepts of the material that has been presented. This is a very important stage in the expository model, as through the conclusion, students can understand the overall picture and structure of the learning content as a whole. Teachers can guide students in drawing conclusions, either individually or collaboratively.
5. Application. The final stage aims to measure the extent to which students understand and are able to apply the material they have learned. Through exercises, discussions, or other application tasks, teachers can obtain information about the level of students' mastery of the material. In addition, this stage also provides opportunities for students to test their understanding in a more concrete context.

According to Jumaisa[23], in applying the expository learning model, there are several important syntaxes or stages that must be considered in order for the learning process to run effectively. The first stage is preparation, which is the main foundation for the success of the expository strategy. In this stage, teachers must give positive suggestions to students and avoid negative words that can lower their self-image and self-confidence. In addition, lessons need to begin by clearly communicating the objectives to be achieved and exploring the basic knowledge or individual experiences of students related to the material to be studied. This step is important as an initial assessment of students' abilities.

The next stage is the presentation and explanation of the material. According to Abas Asyafah, the presentation of material must be done clearly and in accordance with the previous preparation. Teachers must be able to convey the material in a way that is easily understood by all students. Some important things to consider in this stage include using straightforward and clear language, adjusting voice intonation and facial expressions to match the content of the material, maintaining eye contact with students to keep their attention, and occasionally inserting humor or light jokes to keep the learning atmosphere from becoming monotonous.

The third stage is summarizing, which involves summarizing the main points or key points of the material that has been discussed. This step is important to ensure that students understand the substance of the lesson thoroughly and can reflect on it. Next, the application stage is a follow-up step aimed at encouraging students to apply the knowledge they have acquired in the context of everyday life. Mastery of the material is key to enabling students to actualize their learning in a real and meaningful way[24].

To increase the effectiveness of the expository model, there are several additional strategies that educators can consider. First, the use of learning technologies such as interactive presentations, videos, or simulations can increase the appeal and interactivity of the learning process. Second, assigning independent tasks such as small projects, essays, or presentations will help students actively deepen their understanding of the material. Third, group discussions can strengthen understanding through collaboration and the exchange of ideas among students. Fourth, the application of inquiry-based methods can encourage

[23] Jumaisa Jumaisa, "Model Pilihan Pembelajaran, Inquiry Atau Expository?," *Jurnal Ilmiah Mandala Education* 6, no. 2 (2020): 339–348.

[24] Sudjana, *Penilaian Hasil Proses Belajar Mengajar*. (Bandung: PT Remaja Rosdakarya., 2002).

students to seek answers to questions independently through an exploratory process. Finally, it is important for teachers to connect lesson content with real-life situations in students' lives to make learning more relevant, contextual, and memorable in the long term.

Expository learning model design in PAI learning

Based on the explanation of the concept of the expository learning model and the syntax of the expository learning model, this model is very suitable for use in PAI learning with material related to concepts or theory. To better understand this expository model, its use can be seen as follows:

Table. 1 Expository Model Learning Stage Matrix

Syntax / Stages	Duration/ minutes	Teacher Activities	Student Activities	Objectives
Introduction	10 minutes	) Greetings and opening prayer) Show a picture of Baitul Hikmah or a figure (Al-Khawarizmi)) Ask a sparking question: “Do you know who they are?”) Communicate the learning objectives	) Answer the teacher's questions) Listen to the teacher's initial explanation	Stimulate curiosity and readiness to learn
Preparation	10 minutes	) Prepare tools/materials for storytelling) Ensure students are focused) Give instructions to take notes on important points	) Prepare writing tools) Listen to instructions) Preparing to listen to the story	Creating mental and physical readiness before receiving the material
Presentation	30 minutes	Telling the story of a figure from the Abbasid Dynasty, for example Al-Khawarizmi	) Listening to the story) Taking notes on important points from the story	Conveying key information clearly and interestingly
Providing Examples	15 minutes	) Explaining Al-Khawarizmi's contributions to algebra) Explaining the connection to modern technology	) Listening to the teacher's explanation) Relating the information to existing knowledge	Providing contextual understanding and relevance of the material
Question and Answer	10 minutes	) Allowing time for questions) Answering students' questions with additional explanations	Asking questions such as: “Why is the Abbasid Dynasty referred to as the Golden Age?”	Clarifying understanding and deepening students' insights
Closing	5 minutes	) Summarizing the main points of the lesson) Assigning homework: summary	) Listening to the conclusion) Note the	Reinforce the core material and provide

	or mind map) Closing with a prayer	assignment) Follow the closing prayer	guidance for further learning

The expository learning model applied in the Islamic Cultural History subject, particularly in the Abbasid Dynasty material in grade VII, demonstrates a systematic learning structure oriented toward achieving cognitive objectives through a teacher-centered approach. Analysis of these learning stages shows that each syntax contributes significantly to the formation of a focused and meaningful learning process.

In the introductory stage, the teacher not only acts as an administrative lesson opener but also as a motivator to stimulate students' interest and motivation. The use of visual media such as images of the Baitul Hikmah library or Muslim scientists serves as an effective initial stimulus in fostering curiosity. This strategy aligns with cognitive learning motivation theory, where activating prior schemas is key to linking new information with students' existing knowledge.

The preparation stage highlights the importance of creating comprehensive readiness for learning, both physically, psychologically, and environmentally. Teachers prepare teaching aids and provide clear instructions, indicating full control over the learning process. This reinforces the main characteristics of the expository model, which emphasizes structured planning and mastery of the material by educators. Additionally, instructions to take notes on important points emphasize the importance of note-taking skills as part of active learning strategies, even in a teacher-centered learning context.

The presentation stage is the core of the expository model. In this stage, the teacher becomes the center of information delivery using the storytelling method. The use of historical narratives of figures such as Al-Khawarizmi in the context of the Abbasid Dynasty provides an emotional and affective nuance to the cognitive process of students. Storytelling in this context is not merely an alternative method, but a pedagogical tool that connects historical facts with inspirational values. This supports David Ausubel's concept of meaningful learning, where information presented in a meaningful way is easier to grasp and remember.

The example-giving stage serves as a reinforcement of understanding through concrete illustrations. Teachers explain the contributions of historical figures to science and demonstrate their historical relevance to contemporary conditions, such as Al-Khawarizmi's influence on algebra and modern technology. This stage reflects the importance of transfer of learning, where lesson material is not only informative but also applicable. The connection between the past and the present helps students understand history not as a collection of dates and events, but as the foundation of scientific and civilizational progress.

The question-and-answer stage provides space for students to negotiate meaning and clarify understanding. Although interaction is limited in an expository approach, providing time for questions demonstrates the flexibility of this model in accommodating active participation. Teachers act as facilitators of clarification, reinforcing understanding and correcting misconceptions. Pedagogically, this is a form of formative assessment that is useful for measuring the success of material delivery.

The closing stage not only serves as the end of learning, but also as a moment of reinforcement and reflection. By assigning tasks such as creating summaries or mind maps, teachers encourage students to engage in retrieval practice, a technique of recalling

information to strengthen long-term memory. This is an important strategy in cognitive-based learning. Additionally, closing with prayer demonstrates the integration of spiritual values into the learning process, which is relevant to the context of Islamic education.

Overall, analysis of the stages of this expository model shows that when designed and implemented appropriately, a teacher-centered approach can still deliver active, meaningful, and focused learning. The combination of storytelling, visual stimuli, and follow-up activities makes this model not only efficient in conveying knowledge but also in building conceptual understanding and character values in students.

CONCLUSION

Based on the above explanation, the following conclusions can be drawn: First, the expository model is a learning model that emphasizes the role of the teacher, where the teacher delivers learning material verbally so that students can understand the learning process optimally. As a learning model that emphasizes the delivery process, the principle of communication is a very important principle to consider in the expository learning model, meaning how efforts are made to eliminate any disturbances (noise) that hinder the communication process. Second, there are six syntaxes in the expository model, namely Introduction, Preparation, Presentation, Provision of Examples, Question and Answer, and Conclusion. Third, this model is very suitable for PAI learning with material related to concepts or theory.

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