

# RELEVANCE OF USING EXPOSITORY LEARNING STRATEGIES IN TEACHING AND LEARNING ACTIVITIES IN SCHOOLS

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## ABSTRACT

Education provides provisions for navigating life, with education as its main foundation. Interaction between teachers and students is very important in the learning process to create effective communication. Learning strategies are efforts made in learning to achieve goals effectively and efficiently. Learning strategies are increasingly diverse and innovative along with the development of science and technology. One of the learning strategies used is the expository learning strategy, which focuses on the delivery of material verbally from the teacher to students to ensure comprehensive understanding and achievement of the expected learning objectives. This study uses a qualitative method, where researchers conduct descriptive analysis. The descriptive analysis method is carried out by the process of pouring out explanations and descriptions as clearly as possible in an integrated, critical, objective and analytical manner about "The relevance of using expository learning strategies in teaching and learning activities in schools". This study aims to determine the relevance of expository learning strategies in achieving learning objectives. Through this study, it is expected to provide benefits for teachers and students in choosing the right learning strategy.

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## 1. INTRODUCTION

Education is an obligation that must be obtained by all humans on this earth. No matter how little education is obtained, it is a gift that is priceless by anything. Education is also a provision for us to be able to navigate life which in all sectors must use education as its initial foundation. The existence of education makes us have a place to accommodate knowledge, self-potential and other things that need to be possessed by a student. In order to be able to improve student understanding, interaction between teachers and students in the learning process is very important to be able to create perfect communication so that both parties can help each other. One effort to achieve the goals of learning is to use a strategy or application of learning that is in line and in accordance with the competencies, goals, and conditions of existing learning and will then be carried out by students (Ragin, et al., 2020).

Over time, the strategies used in learning activities have become more diverse and innovative. Changes in science and technology have greatly influenced changes in learning strategies, the use of learning strategies in the early days of independence and today is very different. At this time we are required to be able to achieve learning goals optimally, both in short-term learning and in the universal aspect, namely making humans "whole humans" who play a role in the development and progress of humanity. Learning

strategies are efforts in learning that must be carried out by teachers and students in order to achieve learning goals effectively and efficiently (Nababan, et al., 2023).

In the learning process, learning strategies are an important aspect and cannot be separated from the process because learning strategies are a way for teachers to convey learning materials to their students. In addition, learning strategies are also needed for the students themselves, the function of learning strategies for students is as a way to be able to understand the material delivered by the teacher more quickly (Nababan, et al., 2023). One example of a learning strategy used in learning activities is an expository learning strategy. Expository learning strategies are learning strategies that focus on the process of delivering learning materials verbally from a teacher to students in the classroom with the aim that students are able to master the material thoroughly and achieve the expected learning objectives (Sanjaya, 2011).

Based on the above explanation, the purpose of this study is to determine the relevance of expository learning strategies used by teachers in schools in order to achieve the expected learning objectives. This study will also explain the steps in implementing expository learning strategies in the teaching and learning process. With this research, it is expected to be useful for teachers and students in selecting learning strategies to be applied.

## 2. RESEARCH METHODS

This study employs a qualitative research design, which is particularly suitable for exploring complex phenomena in their natural context, as explained by Denzin & Lincoln (1994) in Anggito and Setiawan (2018: 7). Qualitative research aims to interpret the meaning of phenomena and does so by involving various methods of data collection and analysis. The research focuses on understanding the relevance of using expository learning strategies in teaching and learning activities within schools, specifically examining how these strategies are applied and their impact on students' learning experiences.

### *Research Design*

The research design for this study is based on a qualitative library research approach. In qualitative research, the researcher acts as the primary instrument for data collection and analysis, focusing on interpreting data through the lenses of existing literature rather than through empirical fieldwork. The aim is to describe the phenomenon in question expository learning strategies and provide an in-depth understanding of their relevance in the context of school-based teaching and learning. This research design is particularly useful in educational studies where theoretical frameworks and prior research can provide a comprehensive understanding of educational strategies. Library research allows the researcher to gather information from books, journal articles, research papers, and other scholarly sources that discuss expository learning strategies, their historical development, theoretical underpinnings, and practical applications.

### *Participants*

As this is a library research-based qualitative study, there are no direct participants in the traditional sense, such as students or teachers, who would engage in interviews or surveys. Instead, the "participants" in this study are the academic sources and literature from which the data is drawn. These sources include a variety of published works, such as books, articles, and studies related to expository learning strategies, teaching methodologies, and educational theories. The inclusion of diverse literature is essential for providing a holistic perspective on the topic. Academic sources from various disciplines, including educational psychology, pedagogy, and curriculum studies, contribute to a multi-faceted understanding of the research topic. The selected literature serves as the key data source for the study, and the researcher examines how different authors define, analyze, and assess expository learning strategies.

### *Data Collection*

Data collection in this study is carried out through an extensive review of existing literature. The process begins with the identification of relevant sources, which are then systematically searched for information related to expository learning strategies. The sources are selected based on their relevance to the research question, their academic credibility, and their contribution to understanding the use of expository learning in educational settings. The literature review process involves several stages, including the collection, selection, and categorization of information. Researchers search for scholarly articles, books, and other academic papers that provide insights into expository learning strategies. The selection criteria ensure that only those sources that contribute directly to the topic are included. For example, works that describe different expository teaching methods, evaluate their effectiveness, or explore their application in different educational contexts are considered valuable for the study. Once the literature is gathered, it is organized thematically to highlight various aspects of expository learning strategies. This process allows the researcher

to identify patterns, gaps, and areas of agreement or disagreement across the literature. The aim is to create a comprehensive and balanced synthesis of existing knowledge on the topic.

### **Data Analysis**

Data analysis in qualitative research is an interpretative process, and this study follows a descriptive analysis approach. Descriptive analysis aims to provide a clear, detailed account of the relevant findings from the literature, presenting them in an organized and coherent manner. The researcher carefully analyzes each source, focusing on its contributions to the understanding of expository learning strategies. The analysis begins with an overview of the key concepts related to expository learning, including its definition, characteristics, and various approaches. Next, the study analyzes how different scholars describe the application of these strategies in teaching, as well as their perceived effectiveness in various educational settings. This involves a critical review of the methods and outcomes discussed in the literature, identifying strengths and weaknesses, and considering how these findings align with the research question.

Additionally, the study explores the theoretical frameworks that underpin expository learning strategies, including cognitive theories of learning and instructional design theories. By analyzing these frameworks, the researcher aims to draw connections between theoretical concepts and practical teaching strategies. Finally, the descriptive analysis seeks to provide a synthesis of the literature, drawing conclusions about the relevance of expository learning strategies in contemporary education. The findings are presented in an integrated, critical, and objective manner, offering insights into how expository strategies can be effectively used in teaching and learning activities in schools. This analysis not only enhances the understanding of expository learning strategies but also provides recommendations for future research and practice in the field of education.

## **3. RESULTS AND DISCUSSION**

### **A. Advantages and Disadvantages of Applying Expository Learning Strategies**

In educational terms, strategy is also called a plan or method. While learning strategy is a plan that contains a series of activities that have been formed to achieve educational goals (Firmansyah, 2015). Expository learning strategy also explains that teachers deliver teaching materials neatly, structured, and complete, so that students can listen and understand the material given regularly. In general, this strategy is divided into four aspects, namely preparation, apperception, presentation, and expository (Kumalasari, 2016). In each learning strategy there are advantages and disadvantages in it when it has been applied to learning activities. According to Sanjaya (2010) in his research, it shows that there are several advantages in using expository learning strategies, including the following:

1. By using expository learning strategies, teachers can set the pace and flexibility of learning materials so that teachers can find out to what extent students can understand the material that has been presented.
2. The use of expository learning strategies is very effective when used in learning materials that require students to master the material extensively.
3. By implementing expository learning strategies, students can not only listen to the delivery of material through narration (lectures), but also see or observe.
4. Expository learning strategies can be used in classroom conditions that have a large number of students.

In addition to the advantages, in the expository learning strategy there are also several weaknesses that can hinder the implementation of this strategy. According to Sanjaya (2010) some of the weaknesses of the expository learning strategy are as follows:

1. This expository learning strategy is appropriate for students who have good listening and paying attention skills, while other students who do not have these skills must use other strategies in their learning process.
2. This learning strategy may not be able to accommodate the differences in each individual's abilities, knowledge, interests and talents, and learning styles.
3. Because this expository learning strategy uses the lecture method, social skills, intrapersonal relationships and critical thinking will be difficult to develop.
4. The success of implementing this expository learning strategy is highly dependent on the teacher's preparation and readiness such as knowledge, self-confidence, and communication and class management skills. Without all of that, implementing an expository learning strategy is unlikely to succeed.

5. In this learning strategy, the communication flow between students and teachers is only one way so that the teacher's opportunity to find out students' understanding is very limited and also has an impact on students' knowledge which is also limited.

### **B. Steps in Implementing Expository Learning Strategies**

The steps of Expository Learning Strategy include preparation to arouse interest in learning, presentation of material by considering the preparation that has been done, correlation between the subject matter and student experience, summarizing the core of the material to provide confidence to students, and applying the material through tests or other activities to measure student understanding. The steps in implementing Expository Learning Strategy include:

- 1) The preparation stage is the initial key in the Expository Learning Strategy. The goals are:
  - a) Motivate and arouse students' interest in learning.
  - b) Stimulate students' curiosity.
  - c) Create an open and enjoyable learning atmosphere for students so that they are interested in the learning situation.
- 2) The presentation step is the stage where the lesson material is delivered by the teacher to students or groups of students by paying attention to the preparations that have been made previously.
- 3) Correlation is the connection between learning material and student experience or other elements that enable students to understand the relationship within the framework of their existing knowledge.
- 4) Summarizing is an important step in understanding the core of the subject matter that has been delivered. In the Expository Learning Strategy, through the summarizing stage, students can extract important points from the delivery process and provide them with confidence regarding the truth of the information delivered.
- 5) Implementation is a crucial step in Expository Learning Strategy because it allows teachers to measure students' understanding of the material. A common technique used at this stage is to give tests that are in accordance with the material that has been taught in school.

### **C. Implementation of Expository Learning Strategies in Learning Activities**

Researchers found several results of expository learning strategies in several articles, namely, the application of this expository learning strategy is very effective for students in several subjects, one of which is mathematics and can also be used in BK services in schools. This is because there is a process of delivering material verbally from the teacher to students in class, with that students can also listen and understand and discuss so that they can master their learning material optimally (Ragin & Utami, 2020).

In BK services, teachers must provide information services, guidance and counseling, and other services. Therefore, this expository learning strategy can be applied in terms of delivery. Assisted by learning media either directly, writing, pictures, films, or simulations by providing a second chance for students to be more independent (Darmawani, 2018).

Expository learning strategies have become one of the common approaches used in schools to convey information directly to students. Some of the outcomes that can be achieved from implementing this strategy include increased student understanding of the subject matter, better organization of information, and development of listening and comprehension skills (Ormrod, 2018).

A study by Brown (2019) showed that students who participated in expository learning tended to have a better understanding of the concepts taught compared to students who only relied on active or collaborative learning. This is due to the ability of expository strategies to present information in a structured and clear manner. In addition, Woolfolk (2020) highlighted the importance of expository strategies in helping students develop critical and analytical thinking skills. By conveying information systematically and clarifying complex concepts, this strategy can provide a strong foundation for students to develop logical and analytical thinking skills. However, research also shows that the effectiveness of expository learning strategies can be influenced by various factors, including students' learning styles, the diversity of teaching methods used, and interactions between teachers and students (Clark & Mayer, 2016). Therefore, it is important for teachers to consider the learning context holistically and develop strategies that suit students' needs.

In addition, the use of technology in implementing expository learning strategies can also improve learning outcomes. For example, the use of interactive multimedia or e-learning platforms can enrich students' learning experiences and increase their engagement in the learning process (Clark & Mayer, 2016). In a broader context, the results of expository learning strategies in schools can also contribute to the achievement of national education goals, such as improving the quality of education, mastering key concepts, and preparing students to face the demands of the increasingly complex world of work and life (Santrock, 2021).

expository learning strategies can also improve students' information retention. Brown (2019) states that presenting information directly and structured in the context of expository learning can help students remember and internalize subject matter more effectively. This is important in ensuring that the learning that occurs is not only temporary, but can also be applied in various contexts. Explaining that by presenting information systematically and logically, this strategy strengthens students' ability to analyze, evaluate, and connect the concepts taught. This is in accordance with the goal of education to develop more complex thinking skills in students. Student assessment results not only cover cognitive aspects, but also affective and psychomotor aspects.

Brown (2019) highlighted the importance of expository strategies in helping students develop positive attitudes towards learning, such as intrinsic motivation and confidence in understanding the material. This can be reflected in students' active participation in evaluation activities and their ability to communicate their understanding effectively. The importance of integrating appropriate technology in supporting the learning and evaluation process. The use of e-learning platforms, online tests, or digital learning aids can provide more accurate and comprehensive evaluation data on student progress.

Overall, the results of student assessment using expository learning strategy methods in the classroom include increased scores, the ability to answer complex evaluation questions, the development of positive attitudes towards learning, and the effective use of technology. However, it is important for teachers to consider various aspects of the evaluation holistically to get a complete picture of student progress. In addition, expository learning strategies can also help increase the level of student engagement in learning. With clear and structured information delivery, students tend to be more focused and involved in the learning process (Clark & Mayer, 2016). This can result in an active and productive learning environment, allowing students to reach their maximum academic potential.

Not only that, the results of implementing expository learning strategies can also be reflected in the overall achievement of school quality.

Santrock (2021) highlighted that effective teaching methods, including expository strategies, can contribute to improving the quality of education in schools. This can be seen from the increase in graduation rates, decrease in absenteeism rates, and increase in the quality of school evaluation reports. However, it is important to remember that the results of achieving quality for students and schools are not only determined by the learning strategies used, but also by other factors such as support from schools and families, the quality of teacher teaching, and a supportive learning environment (Brown, 2019).

Therefore, a holistic approach to improving the quality of education needs to be considered comprehensively. In the context of evaluating the overall quality of education, the results of achieving quality for students and schools with the expository learning strategy method in the classroom can be one of the relevant indicators. However, a comprehensive and continuous assessment is needed to ensure that the desired educational goals can be achieved effectively and efficiently.

#### 4. CONCLUSION

Education is an obligation that must be obtained. Learning strategies are efforts in students that make humans on this earth. Santrock (2021) highlights that effective teaching methods, including expository strategies, can contribute to improving the quality of education in schools. This can be seen from the increase in graduation rates, decreased absenteeism rates, and improved quality of school evaluation reports. However, it is important to remember that the results of achieving quality for students and schools are not only determined by the learning strategies used, but also by other factors such as support from schools and families, the quality of teacher teaching, and a supportive learning environment (Brown, 2019). Therefore, a holistic approach to improving the quality of education needs to be considered comprehensively. In the context of evaluating the overall quality of education, the results of achieving quality for students and schools with the expository learning strategy method in the classroom can be one of the relevant indicators. However, a comprehensive and ongoing assessment needs to be carried out to ensure that the desired educational goals can be achieved effectively and efficiently.

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