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The Effectiveness of Expository Strategies in Improving Students' Understanding of Islamic Religious Education Subjects

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Abstract: *This study aims to examine the effectiveness of expository strategies in improving students' understanding of Islamic Religious Education subjects. Through a literature study approach, the study describes the basic concepts of expository strategies, the challenges faced in their implementation, and various efforts to develop learning techniques that are relevant to the needs of today's students. The findings of the study indicate that expository strategies still have an important role in delivering conceptual and normative material systematically. However, the success of this strategy is highly dependent on innovation in delivery methods, such as the use of digital learning media and varied learning approaches, in order to adapt to the learning styles and needs of digital generation students. Thus, the development of adaptive and contextual expository strategies is key to improving the quality of students' understanding and supporting a more effective and meaningful Islamic Religious Education learning process in the modern era.*

Keywords:Expository Strategy, Student Understanding, Islamic Religious Education, Learning

INTRODUCTION

Islamic Religious Education (PAI) is a fundamental foundation in shaping the character, morals, and spirituality of students. In the Indonesian national education system, PAI not only functions as a formal subject, but also as a strategic instrument to instill relevant and applicable Islamic values in everyday life. Education is essentially an interactive process that involves a dynamic reciprocal relationship between teachers and students. In this process, students are viewed as independent individuals who have intrinsic potential that must be explored and developed through a holistic and effective learning approach. Teachers play an important role not only as a deliverer of material, but also as a motivator and facilitator who creates a conducive and positive learning environment. This strategic role of teachers is directed at forming students who are not only intellectually superior, but also have noble morals and strong character. Thus, the main goal of education, namely achieving safety, happiness, and balance in life both physically and mentally, can be realized optimally.(Firmansyah, 2019).

In practice, teachers have a central role in determining the success of Islamic Religious Education learning. The selection of learning strategies is one of the key factors that influences students' understanding of the material being taught. One strategy that is commonly used at various levels of education is the expository strategy. Expository learning strategies are designed to deliver material systematically and easily understood by students. The goal is to help students understand Islamic teachings and their religious values as a whole. Through this method, students are directed to capture the essence of Islamic concepts in depth, and are able to relate this understanding to real situations in their daily lives.(Taufik et al., 2023).

This approach has proven to be very effective, especially in providing a strong and systematic foundation of knowledge, although it needs to be balanced with more interactive and collaborative learning methods so that students do not only passively receive information, but can also play an active role in the learning process. Thus, this approach allows students to develop critical thinking, analytical skills, and communication skills that are very much needed in the context of modern learning. In addition, the integration of educational technology and innovative learning media in expository strategies can increase the attractiveness and motivation of students to learn, especially the millennial and Z generations who are accustomed to more visual and digital learning methods. Therefore, expository strategies, when applied adaptively and creatively, can have a significant positive impact on students' understanding while fostering a critical and reflective attitude in learning Islamic Religious Education. This approach is very effective, especially in providing a strong foundation of knowledge, although it needs to be balanced with interactive learning methods so that students are also active in the learning process and not just passively receiving information.

Expository strategy has advantages in delivering theoretical, normative, and structured materials. Through this strategy, teachers can fully control the learning process and deliver materials in an efficient manner. In the context of Islamic Religious Education subjects, expository strategies are widely used to explain basic concepts such as aqidah, fiqh, and Islamic history, which require direct and systematic explanations from authoritative sources. One of the main advantages of expository learning strategies lies in its ability to deliver information systematically and easily understood, thus encouraging students to understand the material more

comprehensively and meaningfully.(Permata & Handayani, 2025).

This shows that the expository strategy has advantages in delivering theoretical, normative, and structured materials with a high level of clarity and systematicity. Through this strategy, teachers can control the learning process optimally and deliver materials with time efficiency which is very necessary in learning. In the context of Islamic Religious Education subjects, the expository strategy is often the main choice to explain fundamental concepts such as aqidah, fiqh, and Islamic history which require direct delivery from valid and authoritative sources. The main advantage of this learning strategy lies in its ability to provide detailed and structured information, so that it can help students build a deep conceptual understanding. Therefore, the expository strategy not only facilitates the transfer of knowledge, but also supports the development of a logical and systematic thinking framework for students.

Expository strategies are generally only effective when applied to students who have good listening and listening skills. For students who have difficulties in these aspects, other learning approaches are needed that are more appropriate to their needs. In addition, this strategy is less able to accommodate individual differences, such as variations in abilities, background knowledge, interests, talents, and learning styles of each student. Because this method is mostly delivered through lectures, it will be quite difficult to develop social skills, interaction skills, and critical thinking skills that are very much needed in facing the challenges of the times.(Sri Cahyani & Nurlaeli, 2024).

Therefore, it is important for educators to combine expository strategies with other methods that are more participatory and contextual so that learning becomes more balanced, adaptive, and meaningful for all students. Many teachers still rely on expository strategies because they are considered practical and in accordance with long-standing teaching habits, but this raises questions about their effectiveness in improving students' understanding of Islamic Religious Education lessons in the digital era, especially for generation Z who have a critical and interactive learning style. This study aims to examine the effectiveness of expository strategies in Islamic Religious Education learning, while identifying the challenges faced and finding solutions so that this strategy remains relevant and interesting. It is hoped that the results of this study can provide an innovative approach that maintains the strength of expository strategies but is combined with more adaptive methods, so that it can be a reference for teachers and education practitioners in creating Islamic Religious Education learning that is more effective, contextual, and in accordance with current developments

METHODS

This study uses a qualitative approach with a library research method to explore in depth the theories, concepts, and results of previous studies related to expository strategies in Islamic Religious Education learning. Data were collected from various credible literature sources such as books, journals, and official documents that are relevant to the topic of study, thus providing a strong and comprehensive theoretical basis.

Data collection was conducted through document review and content analysis, where each reference was critically reviewed and classified into three main focuses: the definition and characteristics of expository strategies, the challenges of their implementation, and efforts to increase the effectiveness of these strategies.

Data analysis was conducted descriptively-analystically to describe and interpret data systematically to produce logical and argumentative conclusions.

To maintain data validity, researchers triangulate sources by comparing various literatures from different authors to obtain consistent and balanced information. The approach of Islamic education figures and modern education theories is also used to enrich the perspective. With this method, the study is expected to provide a strong theoretical picture and recommendations for developing effective PAI learning strategies in the contemporary era.

RESULTS & DISCUSSION

Definition and Characteristics of Expository Strategy in the Context of Islamic Religious Education

Expository strategy is a learning method that focuses on verbal explanations from teachers to a group of students, which aims to help them understand the contents of the material clearly and be able to understand the subject matter optimally. In its implementation, teachers compile materials in a structured, systematic, and complete manner, so that students only need to listen and absorb information in an orderly manner. This strategy is based on several important principles, such as the principle of goal-oriented, the principle of effective communication, the principle of student readiness, and the principle of continuity. Based on these principles, teachers can compile stages of implementing expository learning, starting from formulating learning objectives, mastering the material in depth, to understanding class conditions and factors that can influence the delivery process. In practice, teachers also need to take several steps, namely preparing students to be ready to receive lessons, presenting material in a way that is easy to understand, linking material to student experiences, emphasizing important points from the lesson, and assessing student understanding through activities or responses after the explanation is given.(Safriadi, 2017).

The expository strategy has advantages in the effectiveness of delivering information, especially for theoretical, basic, or sequential understanding of conceptual material. This strategy allows teachers to control the flow and scope of the material in a more focused manner. This shows that this strategy is very relevant in supporting the achievement of learning objectives in a structured and directed manner. However, this approach also has limitations, especially in encouraging active student involvement. To overcome this, teachers need to combine expository with supporting methods, such as questions and answers, small group discussions, or the use of audiovisual media, so that the learning process becomes more dynamic, contextual, and stimulates students' critical thinking.

By implementing expository strategies by Islamic Religious Education teachers in the context of Multicultural Education, it is hoped that this strategy can be an effective solution in dealing with existing diversity, both in terms of culture, religion, ethnicity, and other backgrounds. This strategy can also help instill an attitude of mutual respect for differences. The values contained in Multicultural Education are able to form individuals who are tolerant, respect humanitarian values, and love peace. These values are very important in building a civil society, which has characteristics such as upholding universal values, upholding the supremacy of law, respecting diversity, prioritizing the common good, encouraging fair policies, and honoring human dignity. In an expository strategy, educators deliver material at

moments that are considered crucial for the student's learning process, such as when starting a lesson or when introducing a new topic. In the initial stage, the teacher provides an explanation of the content of the lesson that will be discussed and conveys important concepts related to the topic. After the presentation of the material is complete, the teacher usually continues by providing practice questions that are in accordance with what has been explained previously.(Asep, 2023).

There are several characteristics of expository learning strategies. First, this strategy is carried out by delivering material verbally, so it is often identified with the lecture method. Second, the material delivered is generally in the form of facts or certain concepts that need to be memorized and re-understood by students. Third, the main goal of this strategy is for students to master the subject matter as a whole, which is shown through their ability to re-express what has been conveyed by the teacher.(Samsudin, 2021).

Although the expository learning strategy has advantages in delivering systematic and directed material, this approach still needs to be evaluated in the context of the needs and character of today's students, especially generation Z who tend to be more responsive to interactive and technology-based learning. Therefore, it is important for Islamic Religious Education teachers not to rely solely on the expository method, but to combine it with a more participatory approach such as group discussions, case studies, or visual media. This shows that innovation in learning strategies is needed in order to create a more interesting, enjoyable, and meaningful learning atmosphere for students. That way, learning not only emphasizes mastery of the material, but is also able to develop critical thinking skills, empathy, and tolerance in multicultural life.

Expository learning strategies have several important characteristics, one of which is centered on the active role of the teacher in the learning process. In this strategy, the teacher becomes the main figure who delivers and explains the lesson material directly to students so that they can understand it well. Therefore, mastery of the material by the teacher is the main requirement for the success of this method. Other characteristics of the expository strategy include delivering lessons orally, so it is often identified with the lecture method. The material delivered is usually already structured, such as facts, data, or certain concepts that need to be memorized by students so that they can be easily remembered. The main goal of this strategy is that at the end of learning, students are able to understand and re-express the contents of the lesson that has been delivered by the teacher(Rahma Dhini et al., 2024).

Although the expository strategy has strong characteristics in delivering material systematically and structured, it is important for teachers to balance it with a more interactive approach so that students do not just become passive listeners. Especially in today's digital era, students are more likely to lose focus if learning only takes place in one direction. Therefore, teachers need to combine the expository method with discussion techniques, questions and answers, or the use of interesting learning media so that students' understanding is maximized and they are more actively involved in the learning process. This shows that flexibility in teaching methods greatly determines the success of the educational process. That way, this strategy is not only effective in delivering material, but also able to develop critical thinking skills and students' participatory attitudes.

Some characteristics of expository strategies include: first, the delivery of material is done orally, where the teacher uses words as the main tool to explain the lesson. Second, the material provided is usually complete and in the form of data, facts,

or certain concepts that need to be memorized by students, so that they do not require them to rethink the material. Third, the main focus of this learning is mastery of the material as a whole. After the learning is complete, students are expected to be able to understand the material well and be able to convey or explain the contents of the lesson that has been delivered by the teacher.(Fikriansyah, Rini Setiawati, 2023).

Its characteristics that rely heavily on verbal delivery and ready-made materials can actually limit students' creativity and active involvement. This approach tends to make students passive and only as recipients of information without being encouraged to explore, question, or develop their own critical understanding. In the context of ideal learning, especially for the increasingly dynamic and critical generation like today, expository strategies need to be complemented by learning methods that facilitate interaction, discussion, and problem solving so that learning is more meaningful and able to form high-level thinking skills and students' ability to adapt to complex situations. This shows that teachers must be able to combine expository with other more participatory approaches so that the purpose of learning is not only mastery of the material, but also the formation of character and critical competence of students.

Challenges of Implementing Expository Strategies in Islamic Religious Education Learning in the Digital Era

Islamic education has great opportunities in the digital era to reach society more widely, but structural and managerial challenges are still the main obstacles. Learning strategies, including expository strategies, are often not well integrated into the Islamic education system which is not fully ready in terms of human resources, curriculum, and use of technology. Many Islamic educational institutions still practice conventional expository learning, without digital adaptation, even though the digital era demands flexibility and innovation in delivery methods.(Ismael & Supratman, 2023).

The current digital transformation moment should be used as a strategic starting point to reorient the learning paradigm in Islamic education. Instead of viewing digitalization as an obstacle, it should be seen as a golden opportunity with great potential to build a learning system that is more adaptive, inclusive, and relevant to the dynamics of the times. Digitalization can function as an accelerator in the process of internalizing Islamic values more broadly, quickly, and contextually, reaching various levels of society without geographical boundaries. In the context of educational da'wah, the use of digital technology opens up space for cross-sector collaboration and encourages the creation of a learning ecosystem that is more dynamic, interactive, and based on the needs of digital generation students. Therefore, the urgency of integrating Islamic teaching values with a technology-based pedagogical approach is an inevitability that cannot be postponed. This is not just a matter of technical innovation, but concerns the repositioning of the role of Islamic education as a resilient agent of social change in facing global challenges and ever-growing digital disruption.

Islamic Religious Education teachers as expository strategy implementers are often not ready in terms of digital competence. This causes the expository approach not to develop in a more innovative direction. In the context of the Industrial Revolution 4.0, learning is required to be interactive, creative, and technology-based. However, many teachers are still comfortable with the one-way lecture method

without exploring digital learning media. In fact, as mentioned in this book, learning strategies need to integrate Islamic values with a digital approach that is able to answer the needs of generation Z.(Yuliani, 2020).

It is time for Islamic Religious Education (PAI) teachers to no longer merely act as passive presenters of material that focuses on conventional lectures, but must transform into digital facilitators who are progressive, creative, and adaptive to technological developments. In the context of expository learning which has so far been identical to a one-way instructional approach, the role of teachers needs to be reformulated so that they are able to present learning experiences that are not only oriented towards knowledge transfer, but also build emotional, intellectual, and spiritual involvement of students through the use of appropriate digital technology. The development of generation Z as digital natives demands expository methods that are not monotonous, but rather developed through the integration of interactive multimedia, visualization of Islamic teaching content, and communicative and participatory digital platforms. PAI teachers in the era of the Industrial Revolution 4.0 must be able to bridge Islamic values with an innovative pedagogical approach, so that the learning process is not only relevant in substance, but also enjoyable in terms of learning experience. Thus, expository strategies that have so far been considered conventional can be creatively modified through the touch of digital technology, making them an educational and transformative means of conveying Islamic messages to the younger generation who are familiar with the digital world.

In the digital era, students experience focus disorders due to gadgets, social media, and digital entertainment content. Expository strategies are less effective because their appeal is less than visual content outside of learning. In addition, low digital literacy among students causes difficulties in filtering valid Islamic information on the internet. Expository Islamic Religious Education learning is not enough just by transferring knowledge, but must be able to guide students to internalize Islamic values in a complex digital context.(Prayetno, 2025).

Therefore, it should be the collective responsibility of all elements of education, both educators, school institutions, and Islamic education policy makers to design and build a learning environment that is not only informative and educational in delivering material, but also inspiring and transformative in shaping the character of students. This kind of learning environment must be able to accommodate the needs of the digital generation who live amidst a flood of information, while guiding them to stay focused, think critically, and have a clear and morally strong direction of values. In the context of Islamic Religious Education (PAI) learning, this requires synergy between expository strategies that are developed adaptively with a pedagogical approach that emphasizes the internalization of Islamic values, digital literacy, and the formation of noble morals. This effort is not only important as a response to the challenges of the times, but is also a strategic step in creating a generation of Muslims who are intellectually intelligent, spiritually mature, and resilient in facing the socio-cultural dynamics of the digital era.

Islamic Religious Education (PAI) learning in the digital era is still dominated by conventional methods, especially one-way lecture strategies. This strategy places teachers as the center of knowledge and students as passive listeners. In practice, students only receive material and are required to memorize without being actively involved in forming meaning or contextual understanding of Islamic teachings. This condition causes various negative impacts, such as boredom, low motivation to learn, and minimal student involvement in the learning process. The curriculum has not

been optimally directed to explore the potential of students, and emphasizes more on cognitive aspects such as memorization than on applicative understanding and affective values. This shows a gap between the needs of 21st century learning that emphasizes creativity, collaboration, and digital literacy with learning patterns that are still traditional(Sitorus et al., 2025).

This condition shows the urgency of a paradigm update in Islamic Religious Education learning strategies so that they no longer focus solely on the cognitive aspects of memorization, but also encourage a deeper and more applicable understanding of Islamic teachings. The imbalance between traditional teaching methods and the needs of 21st-century learning indicates a significant gap, which if left unchecked can hinder the birth of a generation of Muslims who are adaptive, creative, and technologically literate. Therefore, reformulation of learning approaches, including the transformation of more interactive and contextual expository strategies, is urgently needed. In this context, the integration of technology and digital media is no longer just a complement, but has become a primary prerequisite for answering the challenges of the digital generation that requires visual stimulus, active participation, and meaningful learning experiences. Student involvement in Islamic Religious Education learning is not only a supporting factor, but also a key to instilling Islamic values that they can apply in real life critically and reflectively.

The major challenges faced in implementing the expository learning model in Islamic Religious Education are due to its one-way nature and lack of active student participation. First, minimal interaction between teachers and students causes students to become passive recipients of information, thus reducing interest and enthusiasm for learning and making the learning process feel monotonous, especially if teachers do not innovate in delivery methods. Second, low student involvement is a major obstacle in building strong learning motivation because the space for students to express opinions or discuss is very limited, so that learning is less interactive even though active involvement is important for understanding religious values. Third, this model provides less opportunity for students to develop critical, analytical, and creative thinking skills because its main focus is on information transfer and memorization, so that the affective and psychomotor aspects are less considered, even though in Islamic Religious Education ideally all three are balanced. Fourth, expository is unable to accommodate various student learning styles such as visual, auditory, or kinesthetic because it usually only relies on verbal lectures, so that students with non-verbal learning styles have difficulty following the material. Fifth, the lack of variation in activities and the use of interesting learning media makes students easily bored and lose focus, which can ultimately reduce achievement and interest in learning Islamic Religious Education lessons as a whole.(Harahap et al., 2024).

These problems indicate that expository strategies, if applied rigidly and without innovation, tend to be no longer relevant to the needs of 21st-century learning that emphasizes active participation, collaboration, and technology-based approaches. Ideal Islamic Religious Education learning should not only rely on delivering material, but also direct students to understand, reflect, and internalize Islamic values in various dimensions of real life. Therefore, the expository approach needs to be revitalized with a touch of modern pedagogy, such as the use of multimedia, the use of digital learning platforms, and the insertion of interactive discussion activities that can foster students' reasoning and concern for the actual

socio-religious context. Failure to adapt expository strategies to the needs and characteristics of today's students will not only weaken the effectiveness of learning, but also has the potential to distance students from Islamic values due to rigid and unpleasant learning experiences. In this context, Islamic Religious Education teachers must be able to transform into educational innovators who do not merely convey knowledge, but also build open, dynamic dialogical spaces and humanize the learning process holistically.

Islamic religious education not only functions as a transmitter of religious knowledge, but also as a vehicle to shape students' character and morals to remain strong amidst the changing times. Globalization has a significant impact on various aspects of life, including in the field of education. Social, cultural, and technological changes require adaptation in the learning process. Islamic Religious Education, as an integral part of the education system, has a strategic role in equipping students with religious values that can be a moral foundation in facing these challenges.(Aufanisa et al., 2024).

To face the era of globalization, Islamic Religious Education learning strategies need to be developed to be more effective and relevant. Some approaches that can be applied include the integration of technology in learning by utilizing information technology to deliver Islamic Religious Education materials in a more interesting and interactive way. A contextual approach is also important, namely linking religious teaching materials with current issues that occur in society, so that students can understand the relevance of religious teachings in everyday life. In addition, active and participatory methods, such as group discussions and case studies, are used to encourage students to actively discuss, ask questions, and think critically.(Hidayat, 2023).

Although the strategy is promising, there are several challenges in its implementation. Limited resources are one of the obstacles, because not all schools have adequate technology facilities to support technology-based learning. Teacher readiness is also an important factor, where Islamic Religious Education teachers need to have competence in integrating technology and contextual approaches in learning. In addition, the involvement of parents and the community is very important in supporting an effective Islamic Religious Education learning process.(Umkabu, 2022).

Therefore, collaboration between various educational elements is very crucial in bridging the gap in the implementation of Islamic Religious Education learning strategies in the digital era. It is not enough to rely solely on innovation from teachers, but there needs to be synergy between educational institutions, policy makers, and the active role of parents and the community to create an adaptive and inclusive learning ecosystem. Schools need to be empowered by increasing access to technological infrastructure, regular training for educators, and formulating policies that support the integration of Islamic values in digital platforms that are relevant to the world of teenagers. On the other hand, parental participation is very much needed in facilitating a home environment that is conducive to learning, especially in controlling the use of digital media so that it remains productive and educational. Thus, the implementation challenges that arise are not obstacles, but opportunities to build a more transformative, competitive, and contextual Islamic Religious Education learning system. The substance of Islamic Religious Education which is full of moral and spiritual values will be able to be instilled more meaningfully if packaged in a pedagogical approach that is in accordance with the dynamics of 21st century life.

Efforts to Optimize Expository Strategies to Improve Student Understanding

Learning strategies play a very important role in determining the success of the teaching and learning process in the classroom. One strategy that is still often applied in learning activities is the expository strategy, which is a method of delivering material directly by the teacher to students. This strategy prioritizes explanations that are neatly arranged, systematic, and gradual so that students can more easily understand the material. However, in its application, the expository strategy is often considered less than optimal if it is not adjusted to the needs and conditions of students. Therefore, steps are needed to optimize the implementation of this strategy so that it can really improve students' understanding, especially in Islamic Religious Education (PAI) subjects. This study aims to examine how the expository strategy can be optimized in order to achieve learning objectives optimally.

In the expository strategy, the teacher has a major role because the success of learning depends greatly on how the teacher delivers the material. This role is based on several important principles. First, the goal-oriented principle, where the teacher must set clear goals, convey them from the beginning, and evaluate learning outcomes based on those goals. Second, the principle of communication, which requires teachers to use easy-to-understand language, appropriate intonation, and interesting learning media, while creating an interactive classroom atmosphere. Third, the principle of readiness, which emphasizes the importance of linking new material to prior knowledge and providing guidance and directed practice. Fourth, the principle of continuity, where the teacher encourages students to continue learning independently through challenging tasks and materials that are relevant to real life. By applying these four principles, the expository strategy can be used effectively in Islamic Religious Education learning.(Sidabutar et al., 2024)

Referring to these principles, the role of teachers in expository strategies is not merely as a material deliverer, but as a learning manager who must be able to create a scenario for delivering material that is systematic, directed, and contextual. Teachers are required to do more than just speak in front of the class; they must be able to build a logical narrative structure, insert relevant illustrations, and facilitate the students' thinking process. In the context of Islamic Religious Education, this becomes increasingly important because the values taught are not only cognitive, but also affective and spiritual. The accuracy in conveying Islamic values through structured expository will greatly determine the extent to which the moral message can be absorbed and internalized by students. This is where the challenge and opportunity lie for Islamic Religious Education teachers to adapt the principles of expository strategies in a more creative and useful form, without ignoring the needs of students in the digital era. Therefore, the success of implementing this strategy will be greatly determined by the extent to which teachers are able to balance between a systematic traditional approach and methodological innovation that is relevant to the development of the times.

In implementing this strategy, an expository approach is used by placing the teacher as the main presenter of learning materials that have been prepared systematically, neatly, and comprehensively. The learning process takes place in a structured manner, where students act as active listeners to the teacher's explanation. It is hoped that students will be able to understand and process the information presented in an orderly manner. In practice, teachers can utilize learning media such as audiovisuals, or ask students to read mandatory books or other additional

references. After that, students are given assignments in the form of making reports or summaries as a form of follow-up to the material that has been explained. Thus, students have been given explanations and directions in advance, so that they can understand, respond, or carry out an activity based on the information obtained.(Putri et al., 2023).

To achieve effectiveness in implementing the expository learning model, educators need to make a number of important preparations before implementing it. The first step is to prepare students with the basic skills needed, such as the ability to observe and understand information, to support the achievement of optimal learning outcomes. Furthermore, educators must pay attention to the balance between the process and the final result. In this case, how students learn and understand the material is as important as their ability to remember or apply the information learned. In addition, it is important for educators to encourage active participation of students during the learning process. This can be done through group discussions, practical activities, or projects that provide opportunities for students to apply their knowledge directly. Finally, educators must also periodically evaluate the effectiveness of the strategies used, and make adjustments according to the responses and needs of students. This evaluation and adaptation are key to maintaining the relevance and success of learning on an ongoing basis.(Fatya Dewi Mayada et al., 2024).

Efforts to optimize expository strategies in improving students' understanding are not enough to focus only on the smooth delivery of material, but also require the active involvement of teachers in building a reflective, participatory, and understanding-oriented learning ecosystem. For this reason, teachers need to organize expository learning with a more flexible and adaptive approach, for example through enrichment of case study-based materials, integration of visual media, or utilization of digital platforms that support the visualization of abstract concepts. These steps allow students to not only receive information, but also process, relate, and interpret the material with their own experiences. In addition, optimization of expository strategies can also be achieved by strengthening periodic formative feedback, so that teachers can find out how far students' understanding has developed and adjust their teaching approaches in a timely manner. Through a combination of careful planning, a contextual approach, and continuous evaluation, expository strategies can be an effective means of fostering conceptual understanding as well as internalizing the values of Islamic religious education in a more meaningful and sustainable way.

In addition to being flexible in application, expository learning strategies also offer a number of advantages that make them relevant in the teaching and learning process. One of them is the teacher's ability to control the flow and depth of learning materials. With this strategy, teachers can deliver materials systematically and measurably, making it easier to evaluate the extent to which students have understood the contents of the lesson. Expository strategies are also very suitable for use when the scope of the material is quite broad, because teachers can organize the delivery of material efficiently in a limited time. More than just a passive lecture method, this strategy allows students to not only listen, but also directly observe the material being explained, especially when the teacher uses visual learning media or demonstrations. In addition, expository strategies are also considered effective for implementation in classes with a large number of students, because they are able to reach all students simultaneously with focused explanations(Wicaksana & Rachman,

2018).

These advantages show that expository strategies still have an important position in the modern pedagogical landscape, especially when balanced with pedagogical innovations that are relevant to the characteristics of the current generation of learners. In the context of Islamic Religious Education, for example, this strategy can be used to convey complex materials that require structured explanations, such as the concept of faith, jurisprudence, and the history of Islamic civilization. With full mastery of the material, teachers can simplify abstract topics into more concrete ones through illustrations, analogies, or the use of audio-visual technology. On the other hand, the effectiveness of expository strategies will increase significantly if teachers are able to combine them with a reflective approach that provides space for students to reflect on, question, and relate the material received to the realities of everyday life. Thus, expository strategies not only act as a medium for transferring knowledge, but also as a bridge for the formation of values and character. Therefore, the flexibility and reach of this strategy can be optimized to build meaningful, planned learning that has a long-term impact on the formation of students' religious personalities in a holistic and contextual manner.

However, the expository strategy also has a number of limitations that need to be considered. First, this strategy is only effective if applied to students who have good listening and listening skills. For students who have obstacles in these aspects, alternative learning methods that are more appropriate are needed. Second, the expository strategy is less able to accommodate individual differences, both in terms of ability, background knowledge, interests, talents, and learning styles of each student. Third, the success of implementing this strategy is highly dependent on the quality of the teacher himself. Factors such as level of preparation, mastery of the material, self-confidence, enthusiasm for teaching, enthusiasm, and good communication skills are the main determinants of the effectiveness of the expository strategy applied in the learning process.(Situmorang et al., 2023).

Therefore, the use of expository strategies must be done selectively, taking into account the real conditions of students and the characteristics of the class as a whole. The limitations in adjusting this strategy to individual learning needs require teachers not to only focus on one method, but also to be able to diversify their approaches. In the context of Islamic Religious Education, this is crucial because religious material requires an understanding that is not only cognitive, but also affective and psychomotor. Therefore, the integration of expository strategies with collaborative, reflective, and direct experience-based approaches is an alternative that can bridge the gap between the advantages of this method and diverse learning needs. Teachers must also be trained to develop pedagogical sensitivity in order to be able to read students' needs more holistically. Thus, the weaknesses of expository strategies are not a reason to reject them, but rather an opportunity to develop a combination of strategies that are more responsive, adaptive, and transformative in order to produce an inclusive, meaningful learning process that is in line with the principles of Islamic education which is rahmatan lil 'alamin.

Technology Integration in the Implementation of Expository Strategies in Islamic Religious Education Learning

Rapid technological developments demand progress in the use of current learning media. However, Islamic education currently faces challenges, such as the difficulty of

teachers in delivering complex materials and the limited time for lessons that have been set. One of the main causes is the lack of competence of educators in applying learning technology effectively so that it can attract interest and increase the enthusiasm of students.(Salsabila et al., 2024).

The use of technology in expository strategies in Islamic Religious Education (PAI) learning is increasingly becoming a primary need in the context of contemporary education. Technology acts as a tool that enriches the process of delivering material, while also being able to increase students' absorption of conceptual and normative lesson content. By using digital media such as learning videos, interactive slides, and web-based educational applications, teachers can deliver material in a more interesting and structured way, thus helping students understand religious teachings more deeply.

In addition to increasing appeal, technology also enables more flexible and adaptive learning to the needs of learners. Younger generations who grow up in a digital environment tend to be more responsive to interactive and visual learning methods. Therefore, technology integration is not only about adding variety to media, but also supporting a more active and contextual learning style. For example, the use of videos of prophet stories or interactive worship simulations can strengthen understanding while building religious values directly.

Technology makes it easy for teachers to access a variety of quality and relevant learning resources, such as lesson materials, modules, journals, and educational videos. With this access, teachers can deepen their knowledge and understanding of various learning topics, so that they are able to develop more innovative and effective teaching methods according to the needs of students. Technology also opens up opportunities for professional development for teachers through various online training programs, webinars, and distance courses. Through this digital platform, teachers not only get independent learning resources, but can also interact and exchange experiences with fellow educators, so that the quality of teaching can continue to be improved sustainably. In addition, technology provides sophisticated and automatic evaluation tools, such as learning management systems with online assessment features and exam correction software. With these tools, teachers can evaluate student learning outcomes more efficiently, provide direct feedback, and monitor student progress more accurately. This allows teachers to identify individual student needs and adjust learning strategies appropriately to increase the effectiveness of the teaching and learning process.(Budiman, 2017).

The integration of technology in expository strategies contributes significantly to improving the quality of Islamic Religious Education learning. Through the use of digital media such as interactive presentations, animated videos, and multimedia applications, teachers are able to deliver material more clearly and interestingly, helping students understand complex concepts more easily. Technology allows the delivery of material that can be adjusted to the speed and learning style of each student, giving them the opportunity to repeat explanations as needed. In addition, the use of digital platforms allows learning materials to be accessed anytime and anywhere, thus expanding the reach of learning and supporting more flexible independent learning. Thus, the use of technology not only enriches the delivery methods in expository strategies but also makes Islamic Religious Education learning more effective, inclusive, and sustainable.

Islamic Religious Education teachers are expected to be able to manage the use of technology in the learning process so that teaching and learning activities

remain focused on the humanitarian aspect, where teachers act as the main facilitators who drive the learning process with the support of technology as an aid.(Azhari et al., 2022). In the application of expository strategies in Islamic Religious Education learning, the role of teachers as the main drivers is very crucial, especially in managing and integrating technology effectively. Teachers are not only tasked with delivering material systematically and structured, but must also be able to utilize technology as a supporting tool that enriches the learning process. The use of digital media and information technology allows teachers to present material in a more interesting, interactive, and contextual way, so that students are not only passive listeners, but can also observe and understand concepts more deeply. With a human-centered approach that focuses on the use of technology, expository strategies can develop into learning methods that are not only informative, but also relevant to the needs and characteristics of today's generation. This encourages the creation of a more effective and meaningful learning atmosphere, while increasing students' understanding of Islamic Religious Education subjects.

One important effort in improving the quality of education is to integrate information technology and computer software. This is very relevant considering that the current generation of teenagers is very familiar and accustomed to using information technology-based devices such as computers, laptops, tablets, smartphones, and internet access. Facing the dynamics of the development of the era, traditional learning methods that are monotonous are no longer adequate. Therefore, a more innovative approach is needed to hone students' creative thinking skills. In the context of Islamic education, the main goal is to prepare students to be able to face future challenges in accordance with the changes and needs of modern society.(Kharisma et al., 2024).

In the implementation of Islamic Religious Education learning, the application of expository strategies needs to be optimized through the teacher's ability to utilize technology effectively and creatively. Teachers not only function as systematic delivery of materials, but also as facilitators who are able to integrate various digital media to enrich the learning process. The use of technology such as interactive videos, educational applications, and online learning platforms can increase active student participation and deepen their understanding. By placing teachers as drivers who combine expository strategies with technology, the learning process becomes more adaptive and responsive to the needs of students in the digital era. Therefore, the integration of technology in expository strategies not only facilitates the delivery of materials, but also significantly improves the quality and depth of understanding of Islamic Religious Education concepts.

The implementation of educational management strategies is one of the important steps in improving the quality of Islamic Religious Education (PAI) learning in the digital era. Along with the rapid progress of information and communication technology, a creative and adaptive approach is needed so that the PAI learning process remains contextual, meaningful, and able to answer the challenges of the times effectively.(Maisura et al., 2023).

Thus, in the context of Islamic Religious Education learning in the digital era, technology integration is an inevitable necessity. The expository strategy, which has been known as a method of delivering material systematically and structuredly, now needs to be revitalized through the use of adaptive and innovative technology. Teachers as the main actors in learning are not only required to master the teaching material, but must also be able to orchestrate digital media as a tool that can enrich

interaction and deepen student understanding. The use of educational videos, interactive learning applications, and online platforms allows abstract religious material to be delivered in a more concrete, interesting way, and in accordance with the learning style of the current generation. Therefore, the combination of expository strategies with learning technology not only increases the effectiveness of material delivery, but also contributes significantly to creating a more meaningful, contextual learning experience that is oriented towards character formation and a deeper understanding of Islamic teachings.

CONCLUSION

Expository strategy in the context of Islamic Religious Education (PAI) is a learning approach that is oriented towards delivering material systematically, structured, and directed. Its teacher-centered characteristics allow full control over the content of the lesson, making it effective for conveying complex normative concepts in PAI. However, the success of this strategy is greatly influenced by the clarity of learning objectives, the quality of teacher communication, the readiness of students, and continuity in the learning process.

On the other hand, the implementation of expository strategies in the digital era faces significant challenges. Lack of interactivity, limitations in accommodating various student learning styles, and high dependence on teacher performance are the main obstacles. In addition, the transformation of 21st-century learning that emphasizes collaboration, creativity, and digital literacy requires a renewed approach so that this strategy remains relevant and responsive to the characteristics of Generation Z.

To optimize the expository strategy, innovative efforts are needed that place students as active subjects in learning. Integration of digital media, preparation of contextual materials, and involvement of students in discussions and reflections are strategic steps to strengthen the understanding of religious concepts in depth. With continuous innovation and adaptive evaluation, the expository strategy not only remains relevant, but can also be a transformative learning model in internalizing Islamic values holistically.

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