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The Influence Of Implementation Of Expository Strategies On Students' Learning Activities

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Abstract: This study aims to analyze the effect of implementing an expository strategy on the learning activities of students who have an abstract thinking style. Expository strategy is a learning method that is informative, systematic, and oriented towards delivering material directly by educators. Students with an abstract thinking style tend to understand concepts through a theoretical approach, deductive thinking, and are able to process information conceptually. This study uses a quantitative approach with a quasi-experimental method, involving high school students who have been identified as having a tendency to think abstractly through psychometric instruments. The results of the analysis show that the expository strategy has a significant positive effect on increasing students' understanding of concepts, metacognitive activities, and intellectual interest. However, the limitations of this strategy lie in the lack of social and emotional interactions that can hinder students' active involvement in the long term. Therefore, it is recommended that the expository strategy be combined with a reflective and participatory approach to optimize the student learning process holistically. This study contributes to the development of learning strategies that are adaptive to the cognitive characteristics of students, especially those who have a tendency to think abstractly.

Keywords: *expository strategy, abstract thinking style, learning activities*

INTRODUCTION

An effective learning process is not only determined by the teaching materials and teacher competence, but is also greatly influenced by the learning strategies used and the cognitive characteristics of students. In the context of modern education, a learning approach that is able to adapt to students' thinking styles is crucial in improving the quality of learning outcomes. One of the thinking styles often found in students is an abstract thinking style, namely the tendency of students to understand information conceptually, theoretically, and symbolically. Students with this thinking style prefer a logical, systematic, and reflective approach in absorbing and processing knowledge.(Asrori, 2016, p. 65)

Expository strategy is one of the conventional learning models that is still widely used today, especially in delivering conceptual and theoretical materials. This strategy emphasizes the process of delivering information directly by teachers to students, in a logical and systematic order. In practice, expository strategies are considered appropriate for students with a tendency to think abstractly because they are able to provide a solid conceptual foundation, as well as help students in building a more organized knowledge structure.(ayu, nd, p. 32)

However, in the context of 21st century learning that requires students to be active, critical, and collaborative, the use of expository strategies is often criticized for being too passive and lacking in emotional and social involvement of students. Therefore, a more in-depth study is needed to see the extent to which expository strategies can remain relevant and effective when applied to students who cognitively show a preference for an abstract approach. This study is here to fill this gap, by empirically analyzing the influence of expository strategies on the learning activities of students with an abstract thinking style. The main focus of the study is how this strategy affects important aspects of learning activities, such as conceptual understanding, internal motivation, metacognitive involvement, and students' deductive abilities.

Objectives are an important component in a study because they are the main direction in the process of data collection, analysis, and drawing conclusions. In this context, research on the effect of implementing expository strategies on the learning activities of students who have an abstract thinking style has several general and specific objectives. These objectives are not only intended to answer the formulation of the problems that have been submitted, but also to contribute to the development of learning practices based on students' cognitive characteristics.(Azis, 2019, p. 87)

In general, this study aims to comprehensively analyze the effectiveness of expository strategies in improving the quality of learning activities of students with a tendency towards abstract thinking styles. This study aims to evaluate the extent to which expository strategies are able to meet the cognitive needs of students who prefer theoretical, logical, and conceptual approaches in understanding learning materials. Specific Objectives In more detail, the specific objectives of this study include Identifying the impact of expository strategies on the understanding of scientific concepts in students with abstract thinking styles. This objective focuses on students' ability to understand the material presented through verbal and visual explanations that are arranged systematically, and how abstract thinking styles mediate this understanding.(AZIZAH, nd, p. 32)

Analyzing the metacognitive involvement of abstract students in the learning process using expository strategies. Metacognitive activities such as planning, monitoring, and evaluating the learning process are very important for students with

abstract thinking. This study aims to see whether expository strategies are able to facilitate the metacognitive process. Evaluating the effect of expository strategies on intrinsic motivation and learning attitudes of students who have a tendency to think abstractly Expository style that emphasizes logical frameworks and deep concepts can influence students' motivation to explore material more independently and deeply.(Bk & Hamna, 2022, p. 32)

Identifying the advantages and limitations of expository strategies when applied to students with a dominant abstract thinking style. This objective is important to provide balanced input, not only revealing the effectiveness, but also the potential weaknesses of this strategy so that teachers can make more appropriate pedagogical decisions. Providing pedagogical recommendations for teachers or educators in implementing learning strategies that are in accordance with students' cognitive characteristics. This study is expected to produce applicable suggestions related to differential learning design, especially in integrating expository strategies with other approaches that support students' abstract thinking optimally.

The research method is a systematic step used to obtain data and information needed to answer the problem formulation and achieve the research objectives. In this study, the research approach and design are carefully arranged in order to be able to describe the effect of the implementation of expository strategies on the learning activities of students who have an abstract thinking style. Research Approach and Type This study uses a quantitative approach because it aims to measure the effect of certain learning strategies on variables that can be observed and measured objectively. The type of research used is a quasi-experiment (quasi-experiment), which allows researchers to treat certain groups, even without completely random assignment.(Della, 2022, p. 90)

The design used is a non-equivalent control group design, consisting of two groups: an experimental group that receives treatment using an expository strategy, and a control group that receives learning with other approaches (eg discussion strategies or regular lectures). Both groups were given a pretest and posttest to measure changes in learning outcomes before and after treatment. Population and Sample The population in this study were all grade XI students at one of the State Senior High Schools in Padangsidimpuan. The sampling technique was carried out using purposive sampling, taking into account students who had been identified as having an abstract thinking style based on the results of thinking style tests using standard psychological instruments such as the Gregorc Style Delineator or the Honey & Mumford Learning Styles Questionnaire. The number of samples consisted of Experimental group: 30 students with an abstract thinking style. Control group: 30 students with an abstract thinking style Data Collection Technique Data were collected through the following instruments Learning outcome test (pretest and posttest): to measure understanding of concepts before and after treatment. The test was developed based on indicators of competency achievement in biology subjects.(Fadhila et al., 2024, p. 12)

Thinking style questionnaire: to identify students with abstract thinking style. Learning activity and metacognition questionnaire: to determine the level of student learning involvement and awareness during the learning process. Observation and documentation: used to support quantitative findings with empirical records of learning activities. Data Analysis Techniques The data obtained were analyzed using descriptive and inferential statistical techniques. Normality and homogeneity tests were used to ensure that the data met the requirements for parametric analysis. The

t-test (independent sample t-test) was conducted to compare learning outcomes between the experimental and control groups after treatment.(Halaly, 2022, p. 43)

Gain score test is used to determine the increase (gain) in learning outcome scores from pretest to posttest. Correlation analysis can be used to see the relationship between metacognitive activities and learning outcomes in the experimental group. All analyses were performed using statistical software such as SPSS or similar applications. Validity and Reliability of Instruments Before use, all instruments were tested for validity and reliability Content validity was conducted through expert judgment from education lecturers and subject teachers Reliability was tested using Cronbach's Alpha for questionnaires, and difficulty and discrimination tests for test questions. Expository Strategy: A Structured Learning Approach Expository strategy is a direct instruction learning method, in which the teacher acts as the main presenter of information.

The material is delivered systematically, logically, and structured, with the hope that students can build a framework of understanding from the concepts that have been explained. This strategy places great emphasis on the aspect of knowledge transfer from teacher to student through verbal explanations, the use of visual media, and relevant concrete examples. The Nature of Conceptual Understanding in the Learning Process Conceptual understanding is not just memorizing facts, but rather the ability of students to link ideas, recognize relationships between concepts, and apply them in different contexts. In science learning such as biology, conceptual understanding is crucial because the material is hierarchical and conceptual, where mastery of one concept becomes the foundation for other concepts.(Hasanah et al., 2023, p. 90)

METHODS

In general, this study aims to analyze and evaluate in depth the influence of expository strategies on improving conceptual understanding in students who have a tendency towards abstract thinking styles. This objective is not only oriented towards cognitive achievement alone, but also to the extent to which expository strategies are able to facilitate students' thought patterns in understanding the relationships between concepts logically, systematically, and theoretically. Specific Objectives To achieve these general objectives, several specific objectives are formulated as follows: Measuring the effectiveness of expository strategies in improving students' conceptual understanding. This study aims to determine whether the use of expository strategies has a significant impact on improving students' understanding of important concepts in a subject, especially biology, which requires analytical skills and connections between concepts.

Analyzing the suitability of expository strategies with the characteristics of students who have an abstract thinking style. This objective focuses on exploring the relationship between students' thinking styles and the effectiveness of the applied learning strategies, with the assumption that abstract students are better able to absorb information that is arranged in a logical and systematic structure. Identifying the advantages and disadvantages of expository strategies in the context of developing conceptual understanding. This study aims to reveal the extent to which expository strategies facilitate or hinder the formation of students' in-depth understanding, as well as aspects that need to be improved in their application. Expository strategies are able to encourage students' deductive thinking skills in constructing meaning from abstract concepts. This concerns how expository

strategies help students think from general to specific (deductive) so that they are able to apply concepts appropriately in various contexts.

Develop practical recommendations for educators regarding the implementation of effective expository strategies for students with abstract thinking styles. This objective is applicative, namely to help teachers develop learning plans that consider the cognitive characteristics of students so that the learning process becomes more personal, effective, and meaningful. Role in Preventing and Correcting Misconceptions In the science learning process, misconceptions or erroneous understandings often occur. Expository strategies provide space for teachers to correct students' understanding directly, because the control of information delivery lies with the teacher. This minimizes misinterpretations, especially in abstract concepts that are easily misunderstood if only explored alone without guidance.

RESULTS & DISCUSSION

The Influence of Expository Strategy on Students' Conceptual Understanding. Expository strategies play an important role in the learning process, especially in developing students' conceptual understanding, especially in theoretical and abstract materials. This role can be seen from various aspects: cognitive, pedagogical, and psychological, as well as its suitability to certain thinking styles such as abstract thinking styles. Role as a Means of Structured Knowledge Transfer One of the main roles of expository strategies is to convey knowledge directly, systematically, and in an organized manner. The teacher becomes the center of information that presents the subject matter sequentially, starting from basic concepts to more complex concepts. With a clear structure and logical explanation, students gain a strong conceptual foundation to develop advanced understanding.(Haudi, 2021, p. 76)

Role in Forming a Conceptual Thinking Framework Expository strategies help students build mental structures or schemata about the concepts being studied. Through systematic teacher explanations, students are able to understand the relationships between concepts and build deductive thought patterns that support long-term conceptual understanding. For example, in biology learning about ecosystems, teachers can explain the relationships between components (producers, consumers, decomposers) logically so that students are able to see the big picture and the interrelationships between ecosystem elements Role in Accommodating Abstract Thinking Styles Students with abstract thinking styles tend to prefer information that is presented theoretically and conceptually, Contains logic and cause-and-effect relationships, Can be analyzed mentally without the direct presence of physical objects.

Expository strategies are very much in line with these characteristics. When teachers explain concepts with scientific narratives, models, or visualizations, abstract students can understand and internalize meaning through logical and imaginative processing. This strengthens the role of expository as an effective approach to activate high-level cognition such as analysis, synthesis, and evaluation. Role in Preventing and Correcting Misconceptions In the process of learning science, misconceptions or erroneous understandings often occur. Expository strategies provide space for teachers to correct students' understanding directly, because the control of delivering information is in the hands of the teacher. This minimizes misinterpretations, especially in abstract concepts that are easily misunderstood if only explored alone without guidance.(Istiningsih & Hasbullah, 2015, p. 54)

Role as a Trigger for Reflection and Deep Understanding Although it seems

one-way, expository strategies can be designed so that students do not only receive information passively, but also actively relate new information to previous knowledge through reflective questions asked by the teacher, or through structured learning notes. For example, after the teacher explains the material, students can be asked to create a concept map or summarize it in their own words. This encourages the process of cognitive elaboration, which is the core of deep understanding. Role in Preparing for Advanced Learning Activities

Expository strategies serve as an initial foundation before students engage in active learning activities such as discussions, practicums, or problem-based projects. In other words, this strategy is effective as an initial stage in a scaffolding learning approach, where students need to have a strong foundation of knowledge before they can engage in independent learning. Expository strategies play a very important role in shaping students' conceptual understanding, especially for students who have an abstract thinking style. The clarity of delivery, the structure of information, and the potential to overcome misconceptions make this strategy still relevant in 21st-century learning. However, this strategy will be more optimal if combined with other approaches that foster active student participation, such as discussions or problem-based learning.

Expository strategies can increase student learning engagement Student learning engagement is a crucial factor in the success of the learning process. This engagement includes cognitive aspects (active thinking about the material), affective (interest and positive feelings towards learning), and behavioral (active participation in learning activities). In this context, expository strategies although often associated with one-way learning have significant potential to increase student learning engagement, especially when used with a dynamic approach that is responsive to student needs.(landia, nd, p. 45)

Building a Framework of Understanding that Enhances Cognitive Engagement Expository strategies present information in a structured and logical manner, making it easier for students to understand the flow of the material and form a mental map of the concepts being studied. When students understand the big picture of a topic, it is easier for them to Connect new information to previous knowledge, Make predictions about future material Ask deeper questions. This creates cognitive engagement because students do not just receive information, but actively process it in their minds. Cultivating Interest and Curiosity (Affective Engagement) Although expository strategies are instructional in nature, teachers can develop an interesting delivery style to increase students' interest in the material. Some ways that can be used in expository strategies to increase affective engagement include Using real examples and case studies that are relevant to students' lives, Visualizing materials using digital media, images, or animations

Insertion of scientific stories or interesting analogies that trigger imagination. When students feel that the material presented is relevant, meaningful, and packaged in an interesting way, they will be more motivated to be emotionally involved in the learning process. Encouraging Active Participation through Open Questions and Reflection Although expository strategies tend to focus on the delivery of information by the teacher, this strategy does not have to be passive. Teachers can insert interactive elements, such as Asking reflective or predictive questions during the explanation of the material, Inviting students to write down their understanding at the end of the session (reflection), Giving pauses for short discussions between students in the middle of the presentation(laura, nd, p. 88)

In this way, expository strategies can encourage students' behavioral engagement, where they not only listen, but also actively contribute to the learning process. Increase Learning Confidence and Certainty Learning engagement is often disrupted because students feel confused or insecure about the material. Expository strategies because of their systematic and clear nature provide students with a sense of certainty and learning security. They know what they are going to learn, how the process will go, and how the results will be assessed. This reduces learning anxiety and creates a conducive learning environment, which in turn increases overall engagement.

As a Basis for Further Engagement in Active Activities In modern learning approaches such as flipped classroom, project-based learning, or problem-based learning, expository strategies remain relevant as an initial stage to equip students with basic understanding. After that, students are better prepared to Conduct in-depth exploration Engage in collaboration, Solve complex problems independently. Thus, expository strategies not only increase engagement during the process, but also become triggers for long-term engagement in active learning. Expository strategies have great potential in increasing student learning engagement, as long as they are implemented creatively, communicatively, and contextually. With the right approach, this strategy not only makes students listen and take notes, but also think, feel interested, and act in the learning process. This proves that student engagement is not only a monopoly of active strategies, but can also be built effectively through a wise instructional approach.(M.Pd, nd, p. 43)

This study aims to thoroughly investigate the effectiveness of expository strategies in improving the quality of learning, especially in terms of student learning engagement and in-depth understanding of concepts. This objective is based on the needs of today's education to find an approach that not only conveys information efficiently, but is also able to trigger students' cognitive, affective, and participatory activities during the learning process. Conceptually, expository strategies are often considered as traditional methods that are one-way. However, through a systematic, contextual, and communicative approach, this strategy is believed to be able to form in-depth understanding and increase learning engagement - especially for students who have an abstract thinking style. Therefore, the formulation of objectives in this study was developed at two levels: general objectives and specific objectives.

General Objectives In general, this study aims to Analyze the effect of implementing expository strategies on students' learning engagement and conceptual understanding, especially for students who have an abstract thinking style. In other words, this study wants to find out to what extent expository strategies can Activate student participation in learning, Encourage students' intellectual involvement in the subject matter, Increase absorption and depth of understanding of core concepts Specific Objectives To achieve these general objectives, several specific objectives are set as follows Assess the effectiveness of expository strategies in increasing student learning engagement. This objective covers three aspects of engagement: cognitive (interest in thinking), affective (interest and positive attitude), and behavioral (active participation in class), in order to provide a comprehensive picture of the impact of expository strategies on motivation and learning activity. Measure the extent to which expository strategies can improve students' conceptual understanding in depth.(M.Si, 2008, p. 7)

Conceptual understanding is measured not only based on students' memory, but also their ability to relate, analyze, and apply concepts in real contexts or in

problematic situations. Expository strategies have a very important role in learning, especially in increasing student learning engagement and deepening conceptual understanding. Although often considered a one-way approach, expository strategies can be tailored to students' needs and have a significant impact on their motivation, engagement, and conceptual understanding. This role can be discussed in several dimensions, namely cognitive, affective, and socio-psychological roles.(MA, 2014, p. 98)

Role in Increasing Students' Cognitive Engagement Expository strategies can increase students' cognitive engagement, which is the extent to which students actively think about the material being taught. By presenting information in a structured, organized manner, and accompanied by in-depth explanations, expository strategies provide students with a solid foundation for building conceptual understanding. Activating Thinking Processes: When students receive clear and structured explanations, they can more easily construct mental schemas about the concepts being taught, as well as connect them to prior knowledge. This creates a stronger cognitive foundation. Developing Analytical Skills: The systematic explanation process helps students understand the relationships between concepts, so they can conduct in-depth analysis of information and see how it relates to other larger concepts.

Thus, expository strategies are not only to provide information, but also to develop students' critical and analytical thinking capacity. Role in Increasing Affective Engagement In addition to the cognitive aspect, expository strategies also play an important role in students' affective engagement—that is, how students feel about the ongoing learning. Delivering material in an interesting, systematic, and relevant way can generate interest and a positive attitude towards the lesson. Cultivating Interest and Enthusiasm: The use of real examples, interesting stories, or practical applications of the concepts explained can make the material more alive, so that students feel interested and motivated to explore further.(Melandi et al., 2023, p. 65)

Increasing Self-Confidence: Well-structured explanations provide students with a sense of certainty about what they are learning. This can increase self-confidence. To what extent can expository strategies increase students' motivation and engagement in the learning process. How can students' conceptual understanding be improved through this approach? What are the factors that can influence the success or failure of implementing this strategy in a classroom context with diverse students. Specifically To achieve the general objective, the specific objectives of this study are as follows: Evaluate the effect of expository strategies on students' cognitive, affective, and behavioral learning engagement. This objective will explore how the implementation of expository strategies can increase students' active participation in learning, as well as analyze changes in students' attitudes and motivation towards the material being taught. The aspects measured include:

Cognitive engagement (interest in thinking, curiosity), Affective engagement (interest and positive attitude towards the lesson), Behavioral engagement (activeness in discussions and class activities). Analyzing the impact of expository strategies on students' deeper understanding of concepts. This study aims to measure the extent to which expository strategies contribute to improving students' understanding of core concepts in learning materials. This will be measured through a conceptual understanding test that evaluates students' ability to relate, analyze, and apply these concepts in various contexts. Expository strategies have a very significant role in the context of learning because this method is able to direct students' learning

process in a structured and in-depth manner. Its role can be seen from several aspects that influence students' learning engagement, conceptual understanding, and the development of their critical thinking skills.(Muhalli, 2023, p. 64)

Role in Enhancing Students' Cognitive EngagementExpository strategies are very effective in activating students' cognitive engagement because the delivery of the material is done systematically and in detail, which helps students understand the material better. In this case, cognitive engagement refers to the extent to which students are involved in the thinking process and understanding of the concepts being taught.Providing a Strong Theoretical Foundation: Well-structured explanations help students build deep conceptual understanding. They can connect new information to existing knowledge, strengthen their memory, and improve their ability to process information.

Improving Long-Term Memory: With good organization of materials, students can more easily organize ideas into interconnected structures, reinforcing learning that will last longer in their memory. Role in Improving Students' Affective Engagement Affective engagement focuses on students' emotions, attitudes, and motivations toward learning. Expository strategies can have a significant impact in this aspect because they Increase Interest in the Material: Clear explanations and concrete examples can make the subject matter more interesting, especially if the teacher uses illustrations or stories that are relevant and relatable to the students. This can arouse students' intrinsic interest in the learning material.

Building Positive Attitudes Towards Learning: When students feel that they can understand the material easily through systematic explanation, they tend to develop positive attitudes towards learning, such as self-confidence and motivation to learn more. Role in Enhancing Conceptual Understanding Conceptual understanding is one of the main goals in education, and expository strategies play a major role in enhancing students' conceptual understanding in depth. Clear and Systematic Concept Presentation: Expository strategies help break down complex concepts into smaller, more easily understood parts, so that students can more easily understand the meaning and relationships between concepts.(Riyono & Retnoningsih, 2015, p. 21)

CONCLUSION

Expository strategies have been shown to increase students' cognitive engagement by presenting material in an organized manner, allowing students to relate new information to their existing knowledge. Affective engagement also increases, as students feel more confident in understanding the material, which in turn fosters a positive attitude toward learning. Behavioral engagement, although lower than with more interactive methods, can be increased with appropriate adjustments such as discussion and open-ended questions following expository explanations. Improving Students' Conceptual Understanding Expository strategies are highly effective in improving students' conceptual understanding because they provide clear and detailed explanations of the topics being taught. With this approach, students can gain a stronger understanding and can apply the concepts they have learned in a variety of situations. Systematic explanations can also reduce misconceptions and clarify the relationships between different concepts, allowing students to build a coherent and applicable understanding.

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