



## The Relevance of Expository Learning Strategies for Students of I'annah Futuhiyah Islamic Boarding School in Pemalang

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### Article Info

#### Article History

Received:  
May 03, 2025

Revised:  
August 13, 2025

Accepted:  
September 23, 2025



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### ABSTRACT

*Learning in Pondok Pesantren I'annah Futuhiyah Pemalang is still dominated by the traditional lecture method, this study aims to examine the relevance of expository learning strategies for students. Problems related to learning in PonPes I'annah Futuhiyah still exist, the advantages and disadvantages of expository learning strategies for relevance in the era of modernization. The method used is descriptive qualitative research method by means of researchers observing at PonPes I'annah Futuhiyah Pemalang and interviewing directly to informants as the main source and using archival documentation data to strengthen the results of the study. The results showed that the expository learning strategy is relevant to the needs of students in improving understanding and motivation to learn. This strategy allows teachers to deliver subject matter in a systematic and structured manner. The advantage of this strategy is that the teacher is easier to control the order and amount of learning material. However, this strategy also has weaknesses, such as the lack of interaction between teachers and students, as well as the potential for students to become passive in the learning process. This strategy can help improve students' speaking skills and communication abilities. This strategy is also in accordance with the vision and mission of the boarding school in developing quality students. Data analysis shows that the expository learning strategy helps students understand the material*

**Keywords:** Expository Learning Strategy, Relevance, Santri.

### ABSTRAK

Nilai percaya diri dan kedisiplinan sangat penting dimiliki oleh para santri, melihat tantangan di masa depan untuk bisa berbicara di depan khalayak umum, baik untuk mengajar, ceramah, sambutan dan kegiatan lainnya. Menanggapi hal demikian Pengurus Pondok Pesantren Assalafil'annah Futuhiyah membuat program khitobah dengan tujuan untuk menggali nilai percaya diri dan kedisiplinan santri. Penelitian ini bertujuan untuk menganalisis simple mentasi nilai kedisiplinan pada santri Pondok Pesantren Assalafil'annah Futuhiyah Pemalang. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, dan paradigma konstruktivisme. Teknik pengumpulan data dengan cara observasi, wawancara dan dokumentasi, peneliti mendapatkan beberapa data melalui informasi langsung dari sumber utamanya yang lebih mengutamakan proses dari pada hasil, narasumber dalam penelitian ini adalah pembimbing khitobah, pengurus Pondok Pesantren dan santri yang mengikuti khitobah. Sementara teori Psikologi sosial yang dikenalkan oleh kurtlewin digunakan sebagai alat analisis kegiatan khitobah dalam meningkatkan nilai percaya diri dan kedisiplinan. Permasalahan yang ada meliputi berbagai implementasi nilai percaya diri dan kedisiplinan melalui

khitobah Di Pondok Pesantren Assalafil'anah Futuhiyah Pemalang. Terlihat hasil dari penelitian ini diantaranya kegiatan khitobah sangat efektif dalam mempengaruhi perkembangan diri santri termasuk meningkatkan percaya diri dan kedisiplinan. Santri disiplin dalam mengikuti kegiatan rutin khitobah terlihat dari antusias setiap rutinan khitobah selalu berangkat baik dapat kesempatan maju kedepan maupun hanya menyaksikan santri lain maju kedepan. Nilai percaya diri terlihat ketika akhir tahun ajaran pengurus mengadakan kompetisi cabang pidato dan banyak yang berani mengikuti kompetisi tersebut.

**Kata Kunci:** *Percaya Diri, Kedisiplinan, Khitobah.*

**How to Cite:**

Fadli, A. A., Subhi, M. R., & Mustakim, Z. The Relevance of Expository Learning Strategies for Students of l'anahFutuhiyah Islamic Boarding School in Pemalang. *Arfannur: Journal of Islamic Education*, 6(3), 319–326. <https://doi.org/10.24260/arfannur.v6i3.4360>

## A. INTRODUCTION

The learning process at l'anahFutuhiyah Islamic Boarding School still utilizes expository learning. Verbal or oral instruction is readily accepted and understood by the students, in line with Roy Killen's message.(Killen, 1998)Expository learning focuses on material delivered verbally by educators to students with the aim of ensuring students have a deep understanding of the material being taught as a whole. On the other hand, expository learning can cover a wide range of material and is also suitable for large numbers of students. Learning strategies are crucial in implementing learning to deliver good lessons so that they are easily understood and accepted by students and master the material well by the end of the lesson.(Zahra, 2022). Expository learning strategies have a great potential to be an effective strategy for increasing in-depth understanding of material for both large and small numbers of students.

In Seels and Richey's view, it is explained that learning strategies are plans and teaching methods to achieve the basic principles that have been determined from learning objectives.(Syafaruddin, 2005). Different from(MacDonald, 1968)And(Kemp, 1995)who believes that what is called a learning strategy is an art and knowledge for teaching in class so that goals can be achieved effectively and efficiently.(Gulo, 2002)conveys that learning strategies are systematic and structured planning and methods for delivering lesson material to achieve learning objectives optimally and effectively, so that educational principles can be realized properly. Expository strategies have proven to be very relevant and effective in the learning process, so many educators are interested in and choose to use this strategy in their teaching practice.(Damayanti, Juliana, & Juni, 2023). Previous research by(Sukmadinata, 2017)found that expository learning strategies were effective in improving students' understanding. Research by(Hamzah, 2019)found that expository learning strategies can increase students' learning motivation. The above studies tend to focus on discussing the relevance of expository learning strategies to the learning context by educators in achieving learning objectives.(education, 2008)

The purpose of this paper is to analyze the relevance of expository learning strategies to the needs and characteristics of students at l'anahFutuhiyah Islamic Boarding School in Pemalang. This paper will explain the learning situation at l'anahFutuhiyah Islamic Boarding School with the expository learning strategy theory that the author includes. The suitability of the ongoing learning to expository learning is linked to the effectiveness of the students'

understanding of the material. Learning strategies are one of the important components in implementing learning in a place to measure the effectiveness and understanding obtained by the students. According to Chalis, the students will have high executive control abilities, namely the ability to conduct sharp, precise, and accurate analysis in processing information and making decisions.(Chalish, 2011). The implementation of expository learning is not one-way, but students are given the opportunity to express concerns about the material being presented. Specifically, this paper addresses the relevance of expository learning effectively within the I'annahFutuhiyah Islamic Boarding School environment.

This paper is based on Albert Bandura's social learning theory which supports that expository learning strategies can improve students' understanding and motivation to learn. Abraham Maslow's learning motivation theory also supports that expository learning strategies can fulfill students' basic needs for security, appreciation, and self-actualization. This theory is endeavored to be implemented properly because the effectiveness of expository learning has been proven by several previous researchers. This expository learning is also the answer to minimize students' difficulties in understanding the material. Students who use expository learning strategies have a better understanding of the material compared to students who do not use these strategies. Expository learning strategies can improve students' motivation to learn at I'annahFutuhiyah Islamic Boarding School in Pemalang. Expository learning strategies are in accordance with the curriculum and vision and mission of I'annahFutuhiyah Islamic Boarding School. Thus, it is very relevant if expository learning strategies are implemented at I'annahFutuhiyah Islamic Boarding School for students' learning.

## **B. METHOD**

In writing this article, the author uses a qualitative descriptive method with the author's efforts to seek and obtain accurate and validated data such as books journals to support the writing of this article. By using qualitative descriptive in the form of written or spoken words from people and observable behavior. (Moleong, 2010), this research report presents the results of interview scripts and field notes about the relevance of expository learning strategies for students of I'annahFutuhiyah Islamic Boarding School in Pemalang.

Based on the purpose of this article, the following information collection methods were used: 1) interviews, 2) observation, and 3) documentation. The author conducted interviews regarding the focus of this research, namely expository learning strategies for students at the I'annahFutuhiyah Islamic Boarding School in Pemalang. Field observations were conducted to collect data regarding the author's approach to ongoing learning.

Researchers in using data collection methods, with researchers coming to conduct a case study at I'annahFutuhiyah Islamic Boarding School, Pemalang to understand the phenomenon of expository learning strategies.(Umami, Diding, & Suryadi, 2022), Researchers collected data through interviews with Islamic boarding school caretakers, madrasah principals, asatidz councils and students, observation of the learning process, and analysis of curriculum documents. Data collection techniques Researchers conducted semi-structured interviews with Islamic boarding school caretakers, madrasah principals, asatidz councils and students to obtain information about their experiences and perceptions of expository learning strategies. Participatory observation is what researchers used to observe the expository learning process in the classroom. Analysis of curriculum documents and lesson plans to understand the objectives and learning strategies used. The research sample was students of

I'annahFutuhiyah Islamic Boarding School Pemalang who were taking learning with expository strategies and teachers who taught with expository strategies at I'annahFutuhiyah Islamic Boarding School Pemalang. Document data collection researchers asked the secretariat room of the I'annahFutuhiyah Islamic Boarding School administration by identifying relevant documents, including the I'annahFutuhiyah Islamic Boarding School curriculum document, expository learning plan, syllabus of subjects that use expository strategies, expository learning evaluation report and I'annahFutuhiyah Islamic Boarding School education policy document.

The data analysis conducted by the researcher included sorting interview, observation, and document data, categorizing the data based on themes and subthemes, connecting the data to relevant theories and concepts, and drawing conclusions about the relevance of the expository learning strategy. This allowed the researcher to analyze the data systematically and obtain accurate and relevant results.

The author conducted a literature review on expository strategies from an Islamic theological perspective and explored their relevance in contemporary religious education practices. This method is highly suitable for demonstrating the application of expository learning strategies in Islamic religious studies and their relevance to contemporary life.

## C. RESULTANDDISCUSION

### 1. The Relevance of Expository Learning Strategies for Students of I'annahFutuhiyah Islamic Boarding School in Pemalang

The results of the study indicate that the Expository Learning Strategy is still relevant and effective for use at the I'annahFutuhiyahPemalang Islamic Boarding School, especially for students in the context of mastering basic religious knowledge. Abraham Maslow's Learning Motivation Theory "A person's learning motivation is influenced by basic needs that must be met, and these needs are arranged in a hierarchy(Maslow, 1954). In learning, teachers who provide motivation to students greatly influence the students' enthusiasm for learning.(Amiruddin & Zulfan, 2022), Expository learning strategies enable the delivery of lesson materials in a systematic and structured manner, so that students can understand concepts better and apply them in everyday life.(Nur S., 1990),therefore motivation is a very important aspect.

Some important findings from this study are:

#### a. Effective Mastery of Basic Material

Based on observations and interviews conducted by researchers, the expository strategy has proven effective in transferring knowledge in a massive and structured manner. The expository strategy implemented at I'annahFutuhiyah Islamic Boarding School focuses on direct delivery of material by teachers, often becoming the main method in Islamic Boarding School education. The curriculum at I'annahFutuhiyah Islamic Boarding School is very dense with basic materials such as nahwu, shorof, fiqh, and tafsir. This material requires a strong understanding of basic rules. With this method, where the kyai or ustadz directly explains from the book, the students can receive accurate information. This forms a solid foundation of knowledge for them before moving on to higher levels. As stated by Kyai Hamam Haris as the caretaker of I'annahFutuhiyah Islamic Boarding School Pemalang:

*"We have long been building a foundation of knowledge for students through lecture or expository methods and also bandongan recitation, where the Kyai reads the book and the students interpret the book and listen to the explanation. This method is very suitable for conveying information or messages to many students in a short time."*

I'annahFutuhiyah Islamic Boarding School has long used the lecture method to impart knowledge. This has been proven for years and is highly relevant for conveying knowledge to a large number of students in a short time. One of the Ustadz who teaches at I'annahFutuhiyah Islamic Boarding School in Pemalang feels that this method of delivering material can be done comprehensively and in a structured manner:

"This strategy has been running for years, from when I was a student until now I am entrusted to teach students, this strategy is suitable to be applied at I'annahFutuhiyah Islamic Boarding School because in delivering the material I can convey it in a structured and complete manner. This strategy also makes it easy to transfer knowledge to the students by ensuring that no important part of the material is missed, even those studied at Islamic Boarding Schools are based on classical books that have a clear sanad structure so they must be delivered in a structured manner."

From this, the researcher analyzed that the learning implemented at the I'annahFutuhiyah Islamic Boarding School uses an expository strategy that has been running for years and is still relevant in the world of Islamic Boarding Schools considering that what is being studied is something that has a clear sanad, so in its delivery it must be with a clear and structured strategy, this can have an impact on students in getting complete basic material as provisions for moving on to the next level.

## **2. Advantages and disadvantages of expository learning strategies**

To achieve optimal learning objectives in the classroom, appropriate learning strategies are needed, one of which is the expository strategy, which can help teachers deliver lesson materials effectively and students understand and master the concepts being taught. Although expository learning strategies can facilitate the teaching and learning process, this strategy also has several weaknesses in delivering lesson materials, so it needs to be considered and adapted to the needs and characteristics of students. Albert Bandura's social learning theory (Bandura, 1977) which reads "Social learning is a learning process that occurs through observation, imitation, and direct experience with others, and is influenced by environmental and cognitive factors". In the context of expository learning strategies at I'annahFutuhiyah Islamic Boarding School, Pemalang, Albert Bandura's social learning theory is relevant because expository learning strategies implement students to learn through observing teacher behavior and imitating the examples given. Environmental factors such as interactions with teachers and friends also influence the students' learning process. Cognitive factors such as students' attention and motivation also play a role in the learning process through expository learning strategies.

Thus, the expository learning strategy at I'annahFutuhiyah Islamic Boarding School, Pemalang can be said to be relevant to Albert Bandura's social learning theory because both emphasize the importance of social and environmental interactions in the students' learning process.

The following are the advantages and disadvantages of expository learning



strategies that need to be considered in the teaching and learning process at I'annahFutuhiyah Islamic Boarding School, Pemalang:

a. Advantages of Expository Learning at I'annahFutuhiyah Islamic Boarding School

- 1) Time Effectiveness, In Islamic boarding schools with dense student populations and tight schedules, the expository method is highly efficient, with approximately 60 minutes of learning per day sufficient. The ustadz or kyai can deliver the material, especially basic ones like grammar and grammar, quickly and in a structured manner. This allows the students to absorb a large amount of information in a short time.
- 2) Mastery of Basic Material, This method is effective for materials that require prior memorization and theoretical understanding. For example, when studying tasrif (recitation) or Islamic jurisprudence (fiqh), the kyai can provide direct explanations and examples, and the students can simply follow along and memorize. This builds a strong foundation of knowledge before the students can move on to deeper analysis.
- 3) Discipline and Compliance, This learning indirectly trains students' discipline and obedience. They are accustomed to listening attentively, taking notes, and memorizing what the teacher says. This aligns with the Islamic boarding school culture, which highly values good manners and respect for teachers.

b. Disadvantages of Expository Learning at I'annahFutuhiyah Islamic Boarding School

- 1) Lack of Interaction and Discussion, Sometimes, the classroom atmosphere becomes one-way. The teacher explains, and the students listen. As a result, students who are less confident in asking questions or who have a kinesthetic learning style may struggle. In-depth discussions and exchanges of ideas become rare.
- 2) Potential of Passive Students If not balanced with other methods, expository learning can make students passive. They simply receive, rather than inquiring or constructing their own understanding. This can hinder critical thinking and problem-solving skills, which are crucial for their daily lives after they graduate from Islamic boarding schools.
- 3) The Difficulty of Evaluating Individual Understanding, With this method, teachers may find it difficult to assess how well each student truly understands the material, rather than simply memorizing it. Students who are good at memorizing often stand out, even though their conceptual understanding may not be as strong. This differs from group discussions or presentations, which can more easily gauge each student's understanding.

## D. CONCLUSION

Based on the discussion and data analysis, it can be concluded that the Expository Learning Strategy is still relevant and effective to be used in the teaching and learning process at I'annahFutuhiyah Islamic Boarding School Pemalang, especially for the students. This study aims to analyze the relevance of the expository learning strategy at I'annahFutuhiyah Islamic Boarding School Pemalang. The results of the study show that the expository learning strategy has significant relevance at I'annahFutuhiyah Islamic Boarding School Pemalang, because it

helps improve students' understanding and develop speaking skills. This shows that the expository learning strategy can be an alternative effective learning strategy at I'anhFutuhiyah Islamic Boarding School Pemalang, if developed and implemented appropriately.

Based on the research results, it is recommended to the teachers and managers of I'anhFutuhiyahPemalang Islamic Boarding School to develop expository learning strategies to be more interactive and participatory by adding discussion and presentation activities to increase student participation and interaction, so that students are more active in the learning process. Conduct comprehensive evaluations and assessments to determine the effectiveness of expository learning strategies in improving students' understanding and achievement. Thus, this research provides a significant contribution in improving the quality of education at I'anhFutuhiyahPemalang Islamic Boarding School.

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