Effectiveness of Using a Variety of Expository and Discussion Learning Methods in Microteaching Practice

Satrio Wibowo Budhoyono[1], Indah Wahyu Puji Utami[2]
[1]Department of History, Faculty of Social Sciences, the State University of Malang, Jl. Semarang No. 5, Sumbersari, Kec. Lowokwaru, Malang City, East Java 65145, satrio.wibowo.2107316@student.um.ac.id
[1]Department of History, Faculty of Social Sciences, the State University of Malang, Jl. Semarang No. 5, Sumbersari, Kec. Lowokwaru, Malang City, East Java 65145, indahwahyu.p.u@um.ac.id

Corresponding Author: satrio.wibowo.2107316@student.um.ac.id[1]

Abstract: This article aims to analyze the effectiveness of using a variety of expository and discussion methods in microteaching practice to develop the pedagogical competence of prospective history teachers. Employing a descriptive qualitative approach, data were collected through observation, video documentation, personal reflection, and observer feedback. The research findings reveal that the combination of expository and discussion methods fosters active students' engagement in history learning. However, time management during the microteaching learning process remains a significant challenge due its limited duration. This article encourages prospective teachers to explore diverse teaching methods to provide more meaningful learning experiences. This study is limitated by the small sample size, relatively short research duration, and its focus on a single learning topic.

Keyword: microteaching, expository, discussion

INTRODUCTION

Etymologically, microteaching comes from two words, namely micro, which means small or can be interpreted as limited, and teaching, which means to teach. Based on these two words, it can be interpreted that microteaching refers to a simplified teaching activity Ginting & Fahrianyah (2024). Terminologically, microteaching can be interpreted as a training technique that is deliberately designed to help prospective teachers improve their pedagogical competence in a small, controlled learning environment Ginting & Hamidah (2024). In line with previous scholars, Ralph (2014)also describes microteaching practices in more detail, in which he explain that the design of microteaching is aimed at providing short but structured practical experience for prospective teachers by bridging the gap between theory and teaching practice. In this case, a prospective teacher will be directed to plan and present a 10 to 15 minute lesson by applying all forms of knowledge and skills that have been previously learned in class.

Based on the explanations above, it can be understood that microteaching is a pedagogical approach to prepare prospective teachers by exposing them to a controlled and

focused learning atmosphere. By creating a controlled learning environment, microteaching allows prospective teachers to experiment with applying previously learned teaching strategies and receive constructive feedback from peers or mentors. However, it is important to emphasize that the success of microteaching in improving pedagogical competence is highly dependent on the quality of the learning design and its relevance to the material being taught. In the context of history learning, microteaching has a strategic role, considering the challenges inherent in history learning, such as students' tendency to be passive or difficulty understanding abstract concepts. This is possible, considering that microteaching can be an alternative for prospective teachers in finding solutions to overcome challenges such as student passivity during the learning process and students' difficulties in understanding concepts that are basically abstract.

Scholars as Utami et al., (2016) tried to combine micro teaching with lesson study resulting in Microteaching Lesson Study (MLS) to enhance prospective teachers' collaboration and pedagogical skills. Adopting lesson study cycle, they elaborate MLS in three stages: plan, do, and see. "Plan" is a planning stage that requires a prospective teacher to make a learning plan which includes activities to determine learning objectives, learning models, learning strategies, materials, media and assessments. "Do" refers to the execution stage by implementing the learning plan that has been previously formulated. The final stage is "see" which refers to the stage of reflection and refinement of the learning plan that has been implemented through the do stage.

In every learning process, the use of appropriate methods will influence the learning outcomes. Thus in microteaching, a prospective teacher must be able to choose a suitable learning method to apply in his class. Choosing learning methods that are relevant to class needs, suitability to the material, availability of facilities, and student learning styles will help the prospective teachers to deliver a good quality learning process Nasution (2017).

Among the various methods that are popular is the expository method. Even though it is often underestimated as a conventional learning method, the expository method can actually be categorized as one of the right choices for explaining historical events that are chronological and unique. Napitupulu et al., (2022) explain that expository refers to a series of learning activities in which a teacher conveys information including definitions, principles and concepts of learning material in the form of lectures, questions and answers and assignments at the end of the lesson.

In the process, the expository method tends to present one-way learning, as a result, the active contribution of students in the learning process becomes less focused. However, this is no longer a significant problem because currently there are various methods that can present learning by taking into account the potential for student involvement in the learning process. One of them is the discussion method which allows students to be actively and cooperatively involved in a learning process. The discussion method can be understood as a way of educating by a teacher directing two or more students to solve the problems faced through an argumentation process between members in order to strengthen the final opinion as a result of the discussion process Irwan (2018). So, in this discussion method, students will be faced with a problem which can be in the form of a problematic statement or question for them to solve in groups. From this it can be seen that the essence of this discussion method is that there are problems that become discussion topics, the process of exchanging opinions between students, and the delivery of discussion results.

Based on the two understandings regarding these two learning methods, the author believes that these two learning methods can be integrated or combined to create a history lesson that remains chronological through the expository method but still involves student activity during the learning process through the discussion method. In this way, the use of a variety of learning methods has the potential to create more dynamic, interesting and

participatory learning. With this potential, prospective teachers can look at using a variety of learning methods to master them through microteaching courses.

Even though it has potential as a solution in learning history, the application of a variety of learning methods in microteaching as a means of mastering it is not without challenges. Even though microteaching is basically a class that is arranged in such a way as to be conducive and controlled, sometimes problems are still encountered in its execution which then become evaluation material for the prospective teacher himself. Therefore, researchers attempted to analyze the effectiveness of using a variety of expository and discussion learning methods in microteaching practice.

This analysis is very crucial considering that there is an interest in knowing the effectiveness of using a variety of expository methods combined with discussion in a lesson. Apart from that, other considerations come from the internal aspect of a student regarding the cruciality of microteaching courses for a student who is a prospective teacher in order to prepare his pedagogical skills as a provision for teaching in the future Magalhaes (2024). In this way, evaluation regarding the problems faced during implementing microteaching should be a serious concern for a prospective teacher. One of the main problems that will be discussed in this article is the aspect of mastering time management, which is an indicator of pedagogical competence that prospective teachers must have. The imbalance between the need to maximize student engagement and time constraints can be an obstacle to achieving optimal learning outcomes.

Based on previous research conducted by Adawiyah (2021) there are similarities to the research conducted by the current authors. These similarities are in the form of research results which show that a variety of expository and discussion learning methods are used to provide learning that better overcomes boredom and increases student activity. However, there is one distinguishing aspect that provides novelty value in the research carried out, namely the research object and its scope. This research focuses more on examining the effectiveness of using a variety of expository and discussion learning methods to be able to answer confusion surrounding their suitability for prospective teachers to learn through microteaching classes.

Based on the description above, this research will be aimed at analyzing the effectiveness of using a variety of expository and discussion learning methods in microteaching practice, as well as evaluating the challenges faced by the first author when carrying out microteaching activities him selves. This research is conducted using a qualitative approach based on the first author's experience when carrying out microteaching practices. Apart from that, due to limited opportunities for microteaching, the author will focus on one variation of the method that has been demonstrated previously, namely the expository and discussion method. By focusing on history learning, this study is expected to provide new insights into how prospective teachers can optimize the use of various learning methods without violating time constraints, thereby creating microteaching practices that are more effective, efficient, and relevant to the educational needs of the 21st century.

METHOD

This research uses a descriptive qualitative approach as described by Sugiyono (2016), which aims to describe phenomena in depth according to the context observed. This approach was chosen because the research focuses on the microteaching experience carried out by the first author, with an emphasis on analyzing the effectiveness of using a variety of expository and discussion learning methods in microteaching practice.

This research was conducted on October 4 2024 in the microteaching room of the Faculty of Social Sciences, State University of Malang with research subjects of 11 history education students who represented real classroom situations and one course lecturer who provided an evaluation of microteaching practices. The process includes preparation, implementation, and evaluation of microteaching.

Research data is collected through three main techniques, (1) observation, (2) documentation, and (3) observer and participat feedback. Observations are carried out during microteaching to record student activities which reflect their level of activeness. Indicators of activeness include participation in discussions, ability to ask questions, and involvement in learning activities.Meanwhile, documentation in the form of microteaching video recordings is used to re-observe the learning process, especially in evaluating the duration of each learning segment, namely opening, expository, discussion and closing. In this research, we also value observer and participant feedback. Feedback from observers and participants during and after the microteaching session is used as a source of reflection for the author to evaluate the success of implementing the learning method and the obstacles encountered. Feedback from participants and lecturers was also collected to evaluate the strengths and weaknesses of the learning strategies implemented.

The data are analyzed by using a reflexive thematic analysis (TA) as proposed by (Braun & Clarke, 2021). This method emphasize reflexivity – the practice of critically reflecting on researchre's role and potential influence throughout the data analysis process. In accordance with this method, we conducted our analysis in six phases: (1) dataset familiarization; (2) data coding; (3) initial theme generation; (4) theme development and review; (5) theme refining; and (6) writing up.

During the familiarization phase, we closely examined the collected data by reading and re-reading observation notes and feedback, as well as reviewing video recording of the microteaching practice. This allowed us to immerse ourselves in the data and gain a comprehensive understanding of its contents. Subsequently, we identified segments of data that were relevant and meaningful for our research. These segments were assigned analytically-meaningful descriptions, referred to as code labels. These codes were then complied and systematically organized into themes that provided insightful answers to our research questions. In the development and review phase, we examined the coherence and relevance of these initial themes and began exploring their relaionships. Following this, the themes were refined to build around strong concepts that become our main findings. Lastly, we write the result of our analysis in this article to present our findings in a clear and structured manner.

RESULTS AND DISCUSSION
Effectiveness of Expository and Discussion Methods in Microteaching
As many scholars suggested, microteaching practices carried out with a combination of expository and discussion methods show great potential in improving the quality of history teaching Hama & Osam (2021). Our findings align with this perspective, confirming similar outcomes. Based on assessments from students who participated in the simulation, we found that these two methods have their own strengths in overcoming the challenges of learning history, such as the complexity of the material and the tendency of students to be passive. An in-depth analysis of each aspect of the assessment provides more detailed insight into the effectiveness of applying both methods.

Based on the results of research that has been carried out through microteaching practices by the first author, several research data have been found that indicate positive dynamics in the use of a variety of expository and discussion methods to teach material on the Concept of "Colonialism and Imperialism in Indonesia". One of the research data was obtained through peer assessments conducted using pre-determined criteria by observers, who in this context were lecturers teaching microteaching courses. The assessment criteria carried out refer to several aspects: (1) opening the lesson, (2) conveying the learning objectives, (3) delivering the learning material, (4) using media during effectively during material delivery, (5) demonstrating mastery of the learning material, (6) responding to students' questions/responses to the material presented, (7) managing the classroom, (8) ensuring evaluation relevance to the material, (9) appropriately closing the lesson, and (10) efficient time management.

From these criteria, authors selected seven key aspects for further analysis: (1) opening the lesson, (2) conveying learning objectives, (3) delivering learning material, (4) maganing the classroom, (5) ensuring evaluation relevance, (6) closing the lesson, and (7) effective time management. These seven aspects were chosen due to their relevance to the research topic and their ability to highlight both the potential and challenges of employing expository and discussion methods in microteaching context.

By analyzing these selected aspects, we aim to provide a comprehensive visualization of how expository and discussion methods contribute to creating a conducive, effective and efficient learning environment. On the other hand, the challenges encountered in utilizing these methods during the microteaching sessions will also be highlighted in the following sections.

Success in the Expository Method Stages

In this research, the authors employed the expository method to convey the material "Concepts of Colonialism and Imperialism in Indonesia" in a comprehensive and chronological manner. This is in line with findings by Widya et al., (2024), who demonstrated that teachers could effectively explain Islamic Cultural History learning material directly and sequentially. According to Rachmawati (2018), there are three stages in implementing the expository method in learning. The first stage is the preparation stage. At this stage a teacher must be able to open the lesson by providing positive suggestions or motivation for students, stating the learning objectives and the material presented. The second stage is the presentation stage which includes teacher activities in explaining the material and asking questions. The third stage is the closing stage. There are several things that are done at this stage, starting from concluding the essence of the material that has been studied, then giving tests or practice questions using the material that has been discussed. By referring to these three stages, it can be concluded that the implementation of the expository method during microteaching practice was conducted successfully.

The assessment of the success of the expository method used is based on several data sources that have been collected, including data sources obtained through participant assessments of microteaching practices that have been carried out by previous authors. The data is presented in the Table 1.

Table 1. Assessment of the Expository Method in Microteaching Practices

Assessment Aspects	Total Value Earned				
	5 (Very good)	4 (Good)	3 (Enough)	2 (Not good)	1 (Very less)
Opening Lessons	7	4	-	-	-
Delivering Learning Objectives	7	3	1	-	-
Delivering learning material	5	6	-	-	-
Closing the lesson	7	3	1	-	-

In the first stage of the expository method, three key aspects were evaluated: (1) namely opening the learning, (2) stating the learning objectives, and (3) conveying the material to be studied. According to Rosenshine (2012), providing a clear and engaging introduction is essential for the setting stage for effective instruction, as it helps activate prior knowledge and prepares students for new learning. In the opening learning aspect, the assessment showed that seven out of eleven students gave a perfect score (5 on a scale of 5), while the rest gave a score of 4. This indicates that the majority of students who participated in the microteaching class assessed that the opening lesson activity had been carried out very well. In this way, this can be said to be one of the factors in the success of the expository method in terms of the aspect of opening up the learning carried out.

Then, in the aspect of stating learning objectives, it was found that seven out of eleven students gave perfect scores (5 on a scale of 5), while the rest gave scores of 3 to 4. This

consistency highlights the effective delivery of learning objectives, a critical component of the initial stage of the expository method.. However, it should be noted that there was one student who gave a score of 3 and thus indicates room for improvement. This suggest the need for more interactive and clearer communication of learning objectives. As highlighted by Hattie & Timperley (2007), clear communication of objectives plays a pivotal role in enhancing student engagement and understanding, as it provides students with a clear focus and expectations for the lesson.

The second stage of the expository method, which involves the delivery of learning material, receiced mixed feedback. Five students gave perfect scores (5 on a scale of 5), indicating a perception that the material was delivered effectively. However, six students gave a score of 4, suggesting that while the delivery was good, there were areas requiring attentions. Upon reviewing recording of the microteaching practice, it can be seen that the first author often blocks the students' views by speaking while facing the projector. This issue aligns with Mayer's (2008) discussion on the importance of the effective use of visual and physical space in facilitating learning. Adjusting teaching strategies to enhance visibility and engagement during material delivery could address this concern.

The final stage of the expository method, namely closing the lesson, was also assessed positively. Seven out of eleven students gave perfect scores (5 on a scale of 5). This number reflects majority's satisfaction on how the lesson was concluded. However, some students who provided scores ranging from a scale of 3 (fair) to 4 (good). Feedback from students and course assistants indicated that the closing phase could be improved by including an overview or direction to students to prepare for learning at the next meeting. Rosenshine (2012) emphasized that summarizing key points and providing follow up directions are critical for reinforcing learning and ensuring students are prepared for subsequent lessons.

Overall, the tendency for high scores across three stages of the expository method demonstrate its effectiveness during microteaching session. While some areas require improvements, particularly in engaging students more interactively and avoiding classromm amanagement distractions, the implementation of the method was largely successful and did not encounter significant obstacles. This aligns with suggestions by Braun & Clarke (2021), who emphasize the importance of thematic analysis in identifying patterns in qualitative feedback, which can guide improvements in teaching practices.

Success in Stimulating Student Activeness Through Discussion Methods
The current implementation of the learning process must be able to provide a conducive learning environment for students to foster critical thinking and activeness in students to ask questions, question and express opinions without remaining shackled to conventional methods which only focus on transferring knowledge from teacher to student Sumieatie, (2017). reason, To meet these demands, the discussion method is used as a form of variation to support student engagement and activity. In line with this perspective, Akmal et al., (2024) argue that the use of group discussion learning methods can significantly increase student activity and creativity during the course of learning. In this context, the discussion method is used as a method of evaluating participant understanding. The author uses a problem to be discussed by each group of participants. Student activity is very clear in this process. This was proven by the entire group sending their discussion answers and being enthusiastic in presenting the results of their discussions to all participants.

Additionally, participant assessment provide a foundation for evaluating the success of the discussion method in stimulating student activity during the learning process. The results of the assessment are presented in the Table 2.

Table 2. Participant Assesment Results for the Discussion Method

Assessment Aspects	Total Value Earned				
	5	4	3	2	1

	(Very good)	(Good)	(Enough)	(Not good)	(very not good)
Classroom management	3	6	2	-	-
Ecaluation relevance	6	3	2	-	-

The results indicate that the application of the discussion method has been effective. There are several aspects that are considered to represent the success of this discussion method, namely class management and evaluation relevance. Based on the assessment of the classroom management aspect, the majority of participants (six students) gave a score of 4 (Good), while the rest gave varying scores starting from the highest 5 (very good) and the lowest 3 (fair). These results suggest that the classroom management was generally good, but there are several things that need to be adjusted and improved. Feedback provided from participants highlighted the need for better monitoring and maintainance of classroom conduciveness during the discussion process, which aligns with Hattie & Timperley (2007) emphasis on feedback as a critical factor for improving teacher performance.

Next on the evaluation relevance, the discussion method was used to evaluate the alignment between the material delivered using the expository method and the discussion topic.. In this context, the author discusses "The Reasons Behind the Search for Spices by Europeans Which Led to the Practice of Colonialism and Imperialism in Indonesia". Participant assesments showed that six out of eleven students gave perfect scores (5 on a scale of 5), while the rest gave varying scores, namely 3 (fair) and 4 (good). This results indicate hat there is relevance between the material and the discussion topic were generally well-aligned, but there is a need to strengthen the delivery of the correlation between material and discussion topics. This is consistent with Mayer's (2008) argument that clarity in instructional contrnt is crucial for fostering deeper understanding.

Overall, the results demonstrate that the discussion method effectively builds student activity. Although there are several aspects require improvents – such as ensuring clarity in correlatring material and discussion topics and improving classroom monitoring - the method was implemented without any significant obstacles. Through this approach, students are provided opportunities to actively contribute during the course of learning, while also getting the opportunity to hone critical thinking, collaboration, creativity and communication skills. The outcomes resonate with Rosenshine (2012) findings, which highlight the role of structures interactiuve methods in improving student engagement and learning outcomes.

Time Management Challenges

Even though the previous data presentation shows a positive impact on the use of a variety of expository and discussion methods, a significant challenge emerged during their application them in microteaching classes: the limited time allocated of 15 minutes for microteaching practice. In fact, time management problems were also clearly reflected in the assessments given by participants who get a lower average score compared to other aspects. Deficiencies in the time management aspect can be seen clearly by looking at the data presented in the Table 3.

Table 3. Participant Assessment Results for Time Management

Assessment Aspects	Total Value Earned				
	5 (Very good)	4 (Good)	3 (Enough)	2 (Not good)	1 (Very less)
Time management	3	6	3	1	-

Based on participants' assessments, the time management received six scores of 4 (good) and only one score of 5 (very good). However, three participants gave a score of 3 (fair) and there were even participants who gave a score of 2 (not good) which was not previously

found in the assessment of other aspects. This indicates an imbalance between the time allocation for delivering material and the discussions that take place afterwards.

Based on the criticism and suggestions given by both observers and participants, several issues in the design of the learning strategy and its execution can be identified. These criiques emphasized the need for careful planning and time allocation as a critical component of effective teaching and learning strategies. As Rosenshine (2012) noted, clear and structured lesson planning is essential for maximizing learning outcomes within constrained time frames. Without proper time management, lesson may become rushed and critical stages such as discussions lacked depth. Apart from careful planning, independent testing or consolidation of the material before teaching directly is also needed to ensure that the plans made are in accordance with the time allocation provided.

CONCLUSION

The results of this research demonstrate that the integration of expository and discussion methods have a lot of potential that can increase the effectiveness and quality of history learning. The expository method provides space for teachers to present historical material in a chronological and structured manner. On the other hand, the discussion method fosters active students engagement and the development of critical thinking skills, which are important in analyzing a historical event or their relevance to contemporary lives. This higlights the importance of matering a variety of learning methods through microteaching courses.

However, the success of implementing this combination of methods is largely depends on the ability of prospective teachers to plan effectively, starting from allocating time to facilitating the discussion process so that it can run effectively. Based on this research, time management skills are an aspect that needs to be considered when implementing a variety of learning methods. Thus, a prospective teacher must be able to make careful planning and preparation based on the time constrains provided.

By implementing these approaches, microteaching can become a more effective means of preparing prospective teachers to face learning challenges in real classrooms. Apart from that, it is anticipated that history learning can become more interesting, dynamic and relevant to students' needs in the modern educational era.

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