



# The Effect of Direct Instruction on Geography Learning Outcomes: A Quasi-Experimental Study at Bahrul Ulum Sudimoro Islamic High School

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## ABSTRACT

The Geography learning outcomes of class XI students of MA Bahrul Ulum Sudimoro are low, with 30 out of 49 students not yet reaching the Minimum Completion Level (KKM), coupled with a lack of responsiveness, difficulty concentrating, and understanding the material, so a structured learning model is needed. This study aims to determine the difference in pretest scores between the experimental and control classes, and to analyze the effect of the Direct Instruction model on Geography learning outcomes. Using a quasi-experimental method with a sample of 40 students (experimental class: Direct Instruction, control: conventional), the pretest-posttest data were analyzed using a t-test. The findings showed no significant difference in the pretest; posttest of the experimental class averaged 90.8 (20.6 higher than the control 70.2), with  $p = 0.000$  ( $<0.05$ ). The Direct Instruction model was proven to be effective in significantly improving students' understanding and academic achievement.



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## INTRODUCTION

Education is essentially a continuation of the principle of humanism which emphasizes efforts to humanize humans. In this context, every individual has basic rights that must be valued and respected. Students are not objects that can be completely controlled according to the wishes of educators, but rather the next generation who require guidance, support, and attention in the process of growing and developing towards maturity. Therefore, education has an important role in shaping independent individuals, able to think critically, and have good character with noble morals. Ningrum, et al. (2025). To prepare students to face a complex life, education must be able to optimize all potential within students, both intellectual, emotional, and spiritual potential. Widodo and Sari (2023). In learning, one of the most important things is concentration in learning. Poor concentration can cause students to have difficulty in following lessons, reduce learning outcomes, and increase the possibility of students experiencing boredom or boredom Mustofa, et al. (2023). Based on data on student learning outcomes at Bahrul Ulum Islamic Senior High School in the Geography Subject for the 2024/2025 academic year, there are still many students who have not achieved the minimum completion criteria.

Table 1. Mid-Term Exam Scores for Grade XI Students at MA Bahrul Ulum Sudimoro in Geography Learning Activities for the 2024/2025 Academic Year

| Grade  | Class XI |
|--------|----------|
| ≥ 75   | 26       |
| ≤ 75   | 44       |
| Jumlah | 70       |

Source: MA Bahrul Ulum, 2024/2025 Academic Year.

Based on the table above, 44 out of 70 students have not yet achieved the minimum completion criteria. Learning outcomes are essentially the result of interactions between teachers and students. Teachers aim to ensure that the material presented is understandable to students Putri and Muthi (2025). To achieve this goal, teachers need to develop concepts and provide relevant skills so that the learning process in schools can run optimally and students achieve the expected learning outcomes Rahmadhani, (2025). Teachers play a crucial role in guiding students to improve their learning outcomes. Competent teachers are those who can guide and encourage their students to achieve success. Teachers must also provide support so that their students do not quickly give up on achieving their dreams Hapsari, et al. (2021). In providing learning to students, teachers require a learning model that can systematically guide the learning process, attract learning interest, and enable meaningful learning activities Bahja, et al. (2025).

A learning model is the entire process of interaction between teachers and students in an effort to help students understand material or concepts through learning experiences so that learning objectives can be achieved. Therefore, the optimization and accuracy of the use of learning models will be influenced by the teacher's skills in learning activities Eka Kurniasih et al. (2022). A direct learning strategy is a form of learning activity in which the teacher is more dominant in directing students. This strategy is effective in determining information or building skills step by step Lubis et al. (2024). This learning approach is teacher-centered, where the teacher delivers academic content in a highly structured format, directs student activities, and maintains a focus on academic achievement Nur'itam et al. (2025). Direct instruction is learning that emphasizes mastery of concepts or behavioral change, prioritizing a deductive approach Riduan and Rosmi (2024). The direct instruction model is useful in stimulating students to learn in a step-by-step pattern, thus allowing students to focus more on procedural learning Nurfazila and Nur (2024).

Several international and national studies demonstrate that Direct Instruction (DI) effectively enhances conceptual understanding and academic achievement, yet its application is predominantly limited to elementary education levels, such as fifth-grade Social Studies (IPS) with average improvements from 72.3 (Cycle I) to 84.8 (Cycle II) using digital visual media Utomo et al. (2025), and exact subjects like mathematics in primary schools. This setting fails to adequately illustrate DI's effectiveness in addressing low concentration and complex spatial-social conceptual understanding in Geography for Grade XI high school students (SMA/MA), where materials demand advanced critical thinking integration that remains empirically underexplored. This study bridges this gap through quasi-experimental evidence from students at MA Bahrul Ulum Sudimoro, offering novel contributions to Geography learning model development at the upper secondary level in Indonesia.

In line with research conducted by Aini et al. (2024), the application of the direct instruction learning model with peer tutors effectively improves student learning outcomes in office technology elements. Zega et al. (2022) found that the application of the direct instruction learning model effectively improves student learning outcomes in the basic competency of applying concrete construction work procedures. The stages in direct instruction are: (orientation) the teacher provides a learning framework and orientation to the material to be presented; (presentation) the teacher presents the lesson material in the form of concepts and skills; (structured practice) the teacher guides students through exercises and provides feedback; (guided practice) the teacher provides opportunities for students to practice concepts or skills; (independent practice) students carry out practice activities independently if they have mastered the stages of completing assignments Arifin (2023). Based on the description above, the researcher conducted a study entitled "Application of the Direct Instruction Learning Model on Geography Learning Outcomes of Grade XI Students at MA Bahrul Ulum Sudimoro."

## METHOD

This study employed an experimental method with a quantitative approach and a quasi-experimental design. Quasi-experimental research is a research method used to measure the effect of a specific treatment on a variable without using full subject randomization Anantasia and Rindrayani (2025). The purpose of the study was to measure the effect of the direct instruction learning model on students' geography learning outcomes. In this design, the researchers compared two groups: an experimental class receiving the direct instruction learning model and a control class using the conventional learning method Yaghmour and Obaidat (2022). The study was conducted systematically, using pretests and posttests as data collection instruments.

The study population was all 70 11th-grade students at MA Bahrul Ulum Sudimoro, divided into three classes. The sample was taken using a purposive sampling technique, with 40 students divided into two classes: an experimental class of 20 students and a control class of 20 students. Class selection was based on specific criteria and was not random. The sample size was also adjusted using the Slovin formula with a 5% margin of error Sari et al. (2025).

The independent variable in this study was the Direct Instruction learning model, while the dependent variable was student learning outcomes, measured by pretest and posttest scores in the cognitive domains C2, C3, and C4 related to the distribution of flora and fauna in Indonesia and the world based on ecosystem characteristics.

The research began with data collection and a pretest to determine the students' initial conditions Saputra et al. (2025). The learning process, which used the Direct Instruction method in the experimental class and the conventional method in the control class, continued with a posttest to measure learning outcomes. After the learning process was completed, a posttest was administered to measure learning outcomes. During the learning process, the teacher conveyed the objectives, demonstrated the material, guided exercises, checked understanding, and provided independent practice A'yun et al. (2025). Observations of learning activities were also conducted to assess the implementation of the learning model. The research sample was drawn from two parallel Grade XI IPS classes at MA Bahrul Ulum Sudimoro (total 40 students: experimental  $n=20$ , control  $n=20$ ) using purposive sampling (intact group) technique due to: (1) limitations of randomization—the Grade XI classes were already formed at the beginning of the academic year and could not be randomized without disrupting the learning process; (2) parallel classes have homogeneous characteristics (similar number of students, academic backgrounds, and lesson schedules).

Learning outcome data were analyzed using parametric statistical tests, namely the t-test, to determine the difference in average learning outcomes between the experimental and control classes. Normality and homogeneity tests were also conducted as prerequisites for the analysis. Furthermore, the N-Gain test was used to measure the improvement in learning outcomes from pretest to posttest. All statistical analyses were conducted using SPSS version 23 software developed by Zulfa et al. (2025).

This section presents the research results, including a significant improvement in student learning outcomes in the experimental class compared to the control class. The analysis includes descriptions of pretest and posttest data, as well as learning observations, providing a comprehensive overview of the effectiveness of the learning methods implemented by Hasanah and Rahim (2025).

## RESULTS AND DISCUSSION

### *Descriptive Analysis*

This study began with a pretest administered to both classes to determine students' initial abilities before the learning treatment. The pretest average for the experimental class was 40.2, while the control class was 35.8, so the experimental class average was 4.4 times higher than the control class. The range of scores in the control class ranged from 24 to 64, while the experimental class had a minimum score of 28 and a maximum of 60. Based on the data above, with the KKM set at 75, there were 20 students in the control class and 20 students in the experimental class who had not achieved mastery. This shows that in the pretest, most students in both classes still did not meet the set mastery standards.

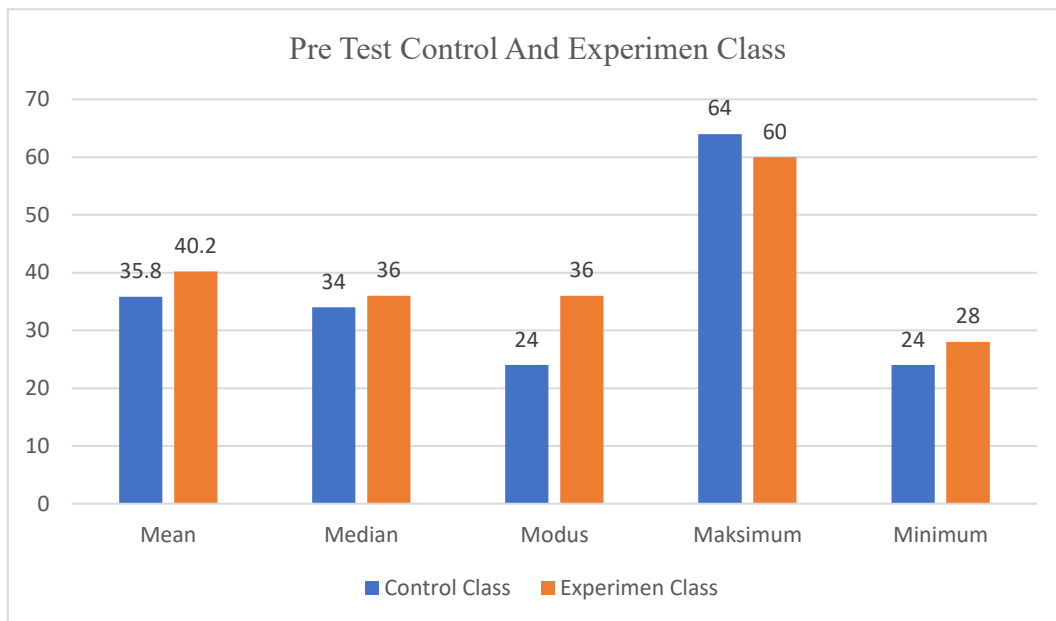


Figure 1. Pre-test scores for the control and experimental classes

(Source: Research Results 2025)

In the learning process in the control class, students listened to the material presented by the researcher. The learning process in the control class was less conducive in discussing the learning material so that students were less focused in the learning process. In the experimental class, during the learning process, students appeared more enthusiastic and active. After going through a different learning process, the average score of the experimental class was higher than the control class, namely  $90.8 > 70.2$  so that the difference in the average post-test score of the control and experimental classes was 20.6. The maximum score of the experimental class was also greater, namely 100 compared to 96 in the control class. Meanwhile, the minimum score of the control class was 52, lower than the experimental class which reached 76. With the KKM set at 75, there were 7 students in the control class who completed the test and 13 students who did not complete it, while in the experimental class all 20 students were declared completed. This presentation shows a significant difference in learning outcomes between the two classes, which confirms that the learning method applied in the experimental class has a positive influence on student achievement.

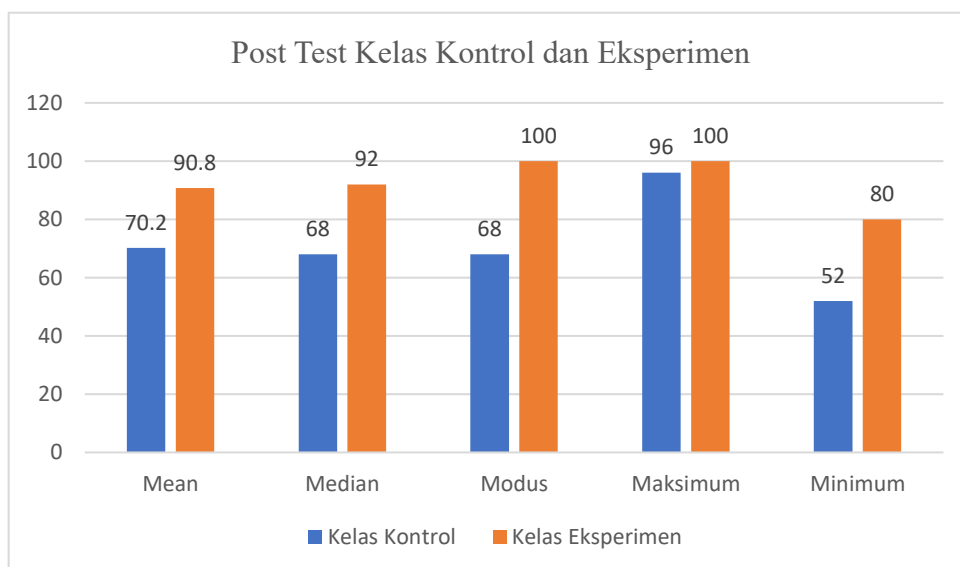


Figure 2. Post-Test Scores for the Control and Experimental Classes

(Source: 2025 Research Results)

Based on the results of data analysis using SPSS 23, it was obtained that in the control class the N-gain score was 0.53 with a percentage of 53.26%, which is included in the medium category. This shows that the learning applied to the control class was able to improve student learning outcomes, but the increase was not too high. Meanwhile, in the experimental class the N-gain score was obtained at 0.84 and the N-gain percentage was 84.94%, which is included in the high category, these results show that the N-Gain score of the experimental class was higher than the control class with a difference of 31%. From these results, it shows that the learning applied to the experimental class, namely using the direct instruction learning model, has a much more significant impact on improving student learning outcomes compared to the conventional method applied to the control class. Direct Instruction explicitly applies behaviorist principles: teachers provide structured stimuli (explanations and demonstrations), students respond through gradual practice, and feedback serves as reinforcement to enhance measurable Geography learning outcomes (significant pre/post-test results) Fuady and Rizaldy (2024).

### Data Analysis Prerequisite Test Results

Before conducting the hypothesis test, prerequisite tests were first conducted, namely normality and homogeneity tests. The researcher conducted a data normality test to ensure that the data used in the statistical analysis met the assumptions of a normal distribution. The decision-making criteria in this test were if the significance value (Sig) was greater than 0.05, then the data was considered normally distributed Aprizan et al. (2021). Based on the results of data processing using SPSS 23, the Shapiro-Wilk significance value for the control class pretest was 0.708, the control class posttest was 0.252, the experimental class pretest was 0.603, and the experimental class posttest was 0.052. All significance values were greater than 0.05, indicating that the pretest and posttest data in both the control and experimental classes had a normal distribution.

Table 2. Normality Test Results

|                      | Tests of Normality              |    |       |              |    |       |
|----------------------|---------------------------------|----|-------|--------------|----|-------|
|                      | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |       |
|                      | Statistic                       | df | Sig.  | Statistic    | df | Sig.  |
| Pre Test Kontrol     | 0,122                           | 20 | ,200* | 0,968        | 20 | 0,708 |
| Post Test kontrol    | 0,170                           | 20 | 0,134 | 0,941        | 20 | 0,252 |
| Pre Test Eksperimen  | 0,110                           | 20 | ,200* | 0,963        | 20 | 0,603 |
| Post Test eksperimen | 0,148                           | 20 | ,200* | 0,908        | 20 | 0,059 |

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

Source: Research Results 2025

In conducting the homogeneity test, researchers used SPSS version 23 to ensure more accurate and efficient calculations. The decision-making criteria for this test were that if the significance value (Sig) was greater than 0.05, the data were considered homogeneous, meaning there were no significant differences in variance between the groups tested Iskandar et al. (2025). Based on the analysis using SPSS 23, the homogeneity test significance value was 0.066. This value is greater than 0.05, thus concluding that the research data had homogeneous variance.

Table 3. Homogeneity Test Results

|       |                                      | Test of Homogeneity of Variance |     |        |       |
|-------|--------------------------------------|---------------------------------|-----|--------|-------|
|       |                                      | Levene Statistic                | df1 | df2    | Sig.  |
| Nilai | Based on Mean                        | 3,574                           | 1   | 38     | 0,066 |
|       | Based on Median                      | 2,559                           | 1   | 38     | 0,118 |
|       | Based on Median and with adjusted df | 2,559                           | 1   | 31,825 | 0,120 |
|       | Based on trimmed mean                | 3,410                           | 1   | 38     | 0,073 |

Source: Research Results 2025

### Hypothesis Test Results

The first hypothesis in this study is whether there is a difference in the pre-test between the control class and the experimental class, before being given the learning treatment. Statistically, this hypothesis is formulated as H0 which states that there is no difference in the pre-test results between the control class and the experimental class, and Ha which states that there is a difference in the pre-test results of students' geography learning motivation between the two classes. The decision-making criteria in the t-test for equality of means is based on the significance value (Sig or Sig. (2-tailed)) generated by the SPSS 23 program. If the significance value obtained is smaller than 0.05 (Sig < 0.05), then H0 is rejected and Ha is accepted, which means there is a significant difference between the two groups being tested. Conversely, if the significance value is greater than 0.05 (Sig > 0.05), H0 is accepted and Ha is rejected, which indicates that there is no significant difference between the two groups. Based on the results of the t-test analysis using SPSS 23, a significance value of 0.180 was obtained, which means greater than 0.05. It can be concluded that H0 is accepted and Ha is rejected, so there is no difference in pretest results between the control class and the experimental class. This means that the initial conditions of both groups of students before the treatment or application of direct instruction were at a relatively similar level.

Table 4. Results of Hypothesis I Test

|       |                             | Independent Samples Test                |       |                              |        |                 |                 |                       |   |       |
|-------|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|       |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |                 |                 |                       |   |       |
|       |                             | F                                       | Sig.  | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
| Nilai |                             |   |       |                              |        |                 |                 |                       | Lower                                     | Upper |
|       | Equal variances assumed     | 0,024                                   | 0,877 | -1,367                       | 38     | 0,180           | -4,400          | 3,218                 | -10,914                                   | 2,114 |
|       | Equal variances not assumed |   |       | -1,367                       | 37,750 | 0,180           | -4,400          | 3,218                 | -10,915                                   | 2,115 |

Source: Research Results 2025

The second hypothesis in this study focused on testing whether there was a difference in geography learning outcomes between the control and experimental classes after being treated with the direct instruction learning model. Based on data analysis using SPSS 23, a significance value of 0.000 was obtained, which is less than 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted, indicating a significant difference in learning outcomes between the control and experimental classes after the implementation of the direct instruction learning model.

Table 5. Results of Hypothesis II Test

|       |                             | Independent Samples Test                |       |                              |        |                 |                 |                       |   |         |
|-------|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
|       |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |                 |                 |                       |   |         |
|       |                             | F                                       | Sig.  | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
| Nilai |                             |   |       |                              |        |                 |                 |                       | Lower                                     | Upper   |
|       | Equal variances assumed     | 4,386                                   | 0,066 | -6,236                       | 38     | 0,000           | -20,600         | 3,303                 | -27,287                                   | -13,913 |
|       | Equal variances not assumed |   |       | -6,236                       | 31,771 | 0,000           | -20,600         | 3,303                 | -27,330                                   | -13,870 |

Source: Research Results 2025

## Discussion

The results of this study indicate that the implementation of the Direct Instruction learning model has a positive effect on improving student learning outcomes. Based on data analysis, it was found that the experimental class using the Direct Instruction learning model experienced a higher improvement in learning outcomes compared to the control class using conventional methods.

This aligns with several previous studies supporting the effectiveness of the Direct Instruction learning model in improving student learning outcomes. Research conducted by Zulaihah and Rahmaniah (2023) found that, based on competency test results, in the first competency test, 6 students scored below the Minimum Competency Minimum (KKM), while in the second competency test, this number decreased to 4 students. This proves that the implementation of the Direct Instruction model can help improve student learning outcomes in Social Studies. A similar study was also conducted by Suryadi (2022). The results showed that the average student posttest score increased from 70.94 in Cycle I to 78.75 in Cycle II, with a learning completion percentage of 93.75%. This improvement indicates that the Direct Instruction learning model is able to help students achieve the established success indicators. Furthermore, Lubisl (2020) analyzed the calculated t-value of 40.2291, which was greater than the t-table of 2.0042. Therefore, the hypothesis stating a significant effect of the direct instruction model on learning outcomes is accepted.

Improved learning outcomes through the implementation of the direct instruction learning model are influenced by several factors within the learning process, one of which is classroom discussion activities. This is supported by the findings of Priyanto (2021), who showed that the use of discussion methods in learning can have a significant impact on improving student learning outcomes. The learning completion percentage also jumped from 42.31% to 92.31% at the end of the cycle. This indicates that the discussion process provides students with opportunities to clarify understanding, share ideas, and solve problems together, thus supporting the effectiveness of the direct instruction model in improving learning outcomes.

Question-and-answer activities provide students with opportunities to clarify understanding, express curiosity, and develop courage in asking questions. Consistent with research by Annisa et al. (2023), question-and-answer activities have been shown to increase student participation and thinking skills in learning. Observations on questioning skills also increased from an average of 53.3% in Cycle I to 70.5% in Cycle II, which qualifies as good.

Putri and Tanjung's (2025) research explains that the guided practice phase of the direct instruction learning model plays a crucial role as a bridge between theory and application. At this stage, students are encouraged to apply learned concepts under direct guidance from the teacher, who provides real-time feedback and correction.

The steps of the Direct Instruction model include conveying learning objectives, presenting and demonstrating the material, guided practice, checking understanding through questions and answers, and independent practice. Each stage is implemented sequentially and in a structured manner, providing students with the opportunity to gradually build understanding from simple to more complex material. Guided practice plays a crucial role in helping students apply concepts under the guidance of the teacher, who also provides direct feedback and correction. This process is effective in strengthening understanding so that students are less likely to repeat errors.

The difference between pretest and posttest scores in the guided and experimental classes can be explained as follows. At the beginning of the study, the average pretest score of students in the experimental class using the Direct Instruction learning model was 40.2, with the lowest score being 28 and the highest being 64. Meanwhile, in the guided class, which used the conventional method, the average pretest score was 35.8 with a minimum score of 24 and a maximum of 64. This indicates that the mastery of the initial material in both classes was relatively low and did not reach the minimum completeness criteria (KKM) set, so that the initial position of the students' abilities was almost equal. After the learning process took place, there was a very significant increase in learning outcomes, especially in the experimental class, where the average posttest score rose to 90.8 with a minimum score of 76 and a perfect maximum score of 100. All students in the experimental class managed to achieve or exceed the KKM. In contrast, in the guided class the posttest score only increased to an average of 70.2 with a lowest score of 52 and a highest of 96, where the majority of students, as many as

65%, still did not achieve completeness. This significant difference indicates that the use of the direct instruction model is more effective in improving student understanding and learning outcomes than the method used in the guided class.

The above data is further supported by the results of a t-test statistical analysis, which showed a significance value of less than 0.05, indicating that the difference between the two classes is statistically valid and reflects the positive influence of the Direct Instruction model on student learning outcomes. Furthermore, during the learning process, student activity and responses in the experimental class were higher, with greater enthusiasm and engagement, while students in the guided class tended to be less focused and active. These factors collectively confirm that the Direct Instruction learning model has a better effect on improving student Geography learning outcomes than traditional methods in the guided class.

Based on the observation sheet, the implementation of the Direct Instruction model proceeded optimally and according to the lesson plan. The teacher was able to prepare the class well, convey learning objectives clearly, and use supportive learning media. Observations also noted high levels of student active engagement in the learning process, including in question-and-answer sessions and discussions, which increased student participation and understanding. The conducive classroom atmosphere and student enthusiasm during the learning process also contributed to the significant improvement in learning outcomes.

This is consistent with behaviorist theory, which states that learning is a change in behavior mediated by stimulus and response, and cognitive theory, which emphasizes the importance of structure and organization of material for optimal cognition Laowo et al. (2025). This model also accommodates the principle of learning through practice and direct feedback, allowing students to correct errors and strengthen understanding.

## CONCLUSION

There was no significant difference in pretest scores between the experimental class using the direct instruction learning model and the control class using the conventional method. This indicates that the initial abilities of both classes were relatively the same before the treatment was given. The application of the direct instruction learning model had a positive and significant effect on improving the Geography learning outcomes of class XI students at MA Bahrul Ulum Sudimoro. This is evidenced by the increase in posttest scores of the experimental class which was much higher than the control class, as well as statistical tests showing a significance value of 0.000 ( $<0.05$ ), indicating a real increase in learning outcomes after using the learning model.

This study demonstrates several methodological strengths. First, the solid quasi-experimental design utilizing pre/post-test measures across experimental ( $n=20$ ) and control ( $n=20$ ) classes ensures high internal validity by isolating the Direct Instruction model's effect on Geography learning outcomes. Second, the 25-item objective test instrument underwent comprehensive validation—including Pearson validity testing, Cronbach's Alpha reliability, item discrimination, and difficulty indices—enabling accurate measurement of cognitive domains C2-C4. Third, the representative population of 70 Grade XI students from MA Bahrul Ulum Sudimoro, with balanced sampling, supports limited generalizability to rural madrasah contexts in Lampung. Fourth, comprehensive statistical analyses (Kolmogorov-Smirnov normality, Levene's homogeneity, independent t-test with  $\text{sig}=0.000$ , and N-Gain) provide robust empirical evidence of the model's effectiveness. Finally, qualitative observations complement quantitative data by capturing enhanced student motivation and engagement in the experimental class.

Future researchers are encouraged to expand this study by incorporating additional variables and research methods. Researchers could combine the Direct Instruction model with more interactive and contextual learning approaches, such as cooperative learning or problem-based learning, to address Direct Instruction's limitations, which tend to be unidirectional and less effective in developing students' critical thinking skills. Additionally, future studies could employ larger and more diverse samples across various educational levels or subjects to enhance the generalizability and applicability of the findings.

Educators at MA Bahrul Ulum Sudimoro are recommended to optimally implement the Direct Instruction model by considering students' specific needs and integrating varied media and methods to make the learning process more engaging and effective.

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