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Instructional Management Through Integrated Direct Instruction and Group Discussion to Improve Learning Outcomes in Islamic Jurisprudence Education

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ABSTRACT

This study aims to examine the effectiveness of integrating Direct Instruction with group discussions in improving Fiqh learning outcomes among eighth-grade students at madrasah, viewed from an instructional management perspective. A quantitative approach with a quasi-experimental post-test-only control group design was employed. The study involved 59 students, comprising 30 students in the experimental group and 29 students in the control group, selected through purposive sampling. Data were collected using a 20-item multiple-choice test and analyzed through descriptive statistics, assumption testing, and an Independent Samples t-test using SPSS. The findings revealed that the experimental group achieved a higher mean score (85.00) than the control group (66.17), with a mean difference of 18.83 points. The t-test confirmed a statistically significant difference ($t = 8.640$; $df = 58$; $p < 0.001$), while Cohen's d of 2.23 indicated a very large effect size. These results suggest that integrating structured teacher explanations with collaborative discussions is associated with substantially better Fiqh learning outcomes. The study implies that teachers and school administrators should strengthen instructional planning, classroom organization, collaborative learning activities, and continuous evaluation to promote more systematic, interactive, and participatory Fiqh instruction.

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INTRODUCTION

Education constitutes a fundamental foundation for societal development because it determines individuals' abilities to participate productively, make decisions, and respond to social changes (Ibrahim et al., 2025; Mustafazada, 2024). Through education, knowledge, skills, attitudes, and character are developed to enable individuals to fulfill their social responsibilities. From an

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educational management perspective, achieving these objectives requires effective instructional management that ensures learning resources, teaching strategies, and classroom activities are systematically organized to support educational goals. Accordingly, educational quality is not merely measured by the implementation of learning activities but also by the extent to which students achieve expected competencies. One determining factor is the management of the learning process, particularly how instructional activities are planned, organized, implemented, and evaluated according to instructional objectives and students' learning needs (Forsström et al., 2025; Hessen et al., 2026). When instructional processes are systematically managed, meaningful, and participatory, students' understanding is more likely to develop. Therefore, improving instructional management represents both an educational priority and a broader societal necessity.

Nevertheless, educational practices continue to encounter challenges arising from the gap between educational objectives and students' actual learning experiences. Teacher-centered instruction, limited methodological variation, and insufficient opportunities for interaction may reflect weaknesses in instructional planning and classroom management, positioning students as passive recipients of information (Park et al., 2025; Tamami et al., 2026). Such conditions potentially hinder material comprehension, reduce student engagement, and negatively affect learning outcomes. These challenges deserve particular attention across different subjects, including Islamic Jurisprudence (Fiqh), because learning Fiqh requires not only understanding Islamic legal concepts and provisions but also recognizing their practical applications in everyday life. Accordingly, instructional management should ensure that teaching approaches provide systematic explanations while encouraging active student participation (Briffett-Aktaş & Ying, 2025; Mendes & Hammett, 2023). Addressing these challenges requires deliberate improvements in instructional planning, the organization of classroom activities, and the implementation of learning strategies that create more meaningful educational experiences.

In Fiqh instruction, these concerns are closely related to how teachers manage instructional activities, distribute learning responsibilities, explain learning materials, and facilitate student engagement throughout classroom activities. Based on the problems identified within the research context at MTs GUPPI Natar, instruction needs to move beyond one-way explanations by providing opportunities for students to ask questions, exchange ideas, and collaboratively discuss relevant issues (Adesola et al., 2025; James et al., 2025). From an instructional management perspective, these requirements involve organizing classroom interactions, allocating appropriate learning activities, and coordinating teacher guidance with student participation. When learning

activities offer limited opportunities for interaction, students may experience difficulties connecting teachers' explanations with their own understanding. This situation provides a rationale for examining instructional models that combine structured explanations with group discussions through systematic classroom management. Such an examination requires clear and systematic measurements of learning outcomes to determine whether the proposed instructional arrangement contributes to students' academic achievement (Long et al., 2026; Sajja et al., 2025). Therefore, improving the management of instructional activities warrants investigation within an authentic educational setting.

Previous studies have examined efforts to improve Fiqh instruction through instructional strategies, teaching methods, and the utilization of learning media. Sharma et al. (2025), for instance, identified several instructional challenges, including monotonous classroom activities, limited student engagement, and insufficient utilization of learning media. Their findings indicate that difficulties in Fiqh instruction are associated not only with the characteristics of the subject matter but also with how classroom instructional activities are managed. Meanwhile, Setiawan and Sormin explained that Direct Instruction can support student motivation and learning outcomes through systematic material delivery (Chen et al., 2025; Hasanuddin & Sukandar, 2026). These studies provide a foundation for considering structured and competency-oriented instructional approaches within the broader framework of instructional management. However, the relationship between systematically organizing Direct Instruction and group discussions and their contribution to students' learning outcomes still requires further contextual investigation.

Nevertheless, discussions concerning Direct Instruction and challenges in Fiqh instruction do not sufficiently explain how this model can be systematically integrated with group discussions through an organized instructional management process to support learning outcomes (Akintayo et al., 2024; Nwobodo-Anyadiegwu & Okanya, 2026). The research gap addressed in this study concerns the need to examine this instructional combination in terms of its classroom implementation and educational outcomes within a specific subject, educational level, and institutional context. Rather than assuming that the proposed model is inherently superior, this study seeks to obtain empirical evidence regarding how instructional activities are structured, implemented, and evaluated through the integration of both approaches. Accordingly, this research extends previous discussions by investigating its application among eighth-grade students at MTs GUPPI Natar. This investigation is expected to provide contextual insights for teachers and educational practitioners when organizing instructional strategies and selecting appropriate approaches for Fiqh education. Addressing this gap is important for developing evidence-based instructional management practices.

The novelty of this study lies in examining the integration of Direct Instruction with group discussions from an instructional management perspective in eighth-grade Fiqh learning at MTs GUPPI Natar. This integration positions instructional planning and classroom activity organization as important elements in coordinating teacher-directed explanations with collaborative student learning. The process begins with the clarification of learning objectives, systematic material presentation, modeling, and guided practice to establish students' foundational understanding. Subsequently, group discussions are organized to provide opportunities for students to clarify information, exchange perspectives, and collectively examine the learning materials. This instructional arrangement emphasizes the coordination of teaching activities, classroom interaction, and learning evaluation rather than simply replacing lectures with discussions. Its significance needs to be assessed through students' learning outcome data so that its contribution extends beyond conceptual considerations and provides practical evidence for managing instructional activities in a madrasah context. This integrated approach therefore represents the central focus of the present investigation.

Based on the preceding discussion, this study addresses the following research question: Is the implementation of group discussion-based Direct Instruction effective in improving eighth-grade students' learning outcomes in Fiqh at MTs GUPPI Natar? Accordingly, this research aims to analyze the effectiveness of this instructional model based on students' learning outcomes, while considering its implementation as an organized instructional management practice. The underlying argument is that systematic instructional planning, structured material explanations, and organized classroom activities can help students establish foundational understanding, while group discussions provide opportunities to process, examine, and deepen their understanding through interaction. The coordination of these instructional components is expected to support better learning outcomes than instructional practices that provide insufficient structure and opportunities for participation. This proposition, however, requires empirical examination through appropriate research procedures and data analysis.

RESEARCH METHODS

This study employed a quantitative approach using a quasi-experimental method (Alieto et al., 2024; Firdaus & Abrian, 2025). The design examined the effectiveness of integrating Direct Instruction with group discussions on students' Fiqh learning outcomes. From an educational management perspective, the study emphasized the systematic planning, organization, implementation, and evaluation of instructional activities. A post-test-only control group design

was adopted, involving two groups receiving different instructional treatments without administering a preliminary test (pre-test). The experimental group received integrated Direct Instruction and group discussions, whereas the control group participated in conventional instruction. The experimental treatment involved structured learning objectives, systematic material delivery, organized discussion activities, and teacher facilitation. Following the instructional treatments, both groups completed an identical final assessment (post-test). This design enabled comparisons of students' academic achievement across different instructional arrangements and provided empirical evidence regarding the contribution of systematically managed instructional strategies to learning outcomes.

The study was conducted at MTs GUPPI Natar during the first semester of the 2026/2027 academic year. The research site was selected because of its relevance to examining instructional management practices for optimizing student engagement and improving Fiqh learning outcomes. The population comprised 117 eighth-grade students distributed across four classes: VIII A (30 students), VIII B (30 students), VIII C (29 students), and VIII D (28 students). Purposive sampling was employed to select two classes, namely VIII A as the experimental group, comprising 30 students, and VIII C as the control group, comprising 29 students. Thus, the total sample consisted of 59 students. Class selection considered instructional suitability and experimental requirements. From an educational management perspective, the arrangement facilitated the organization of classroom-based treatments within the existing institutional structure while maintaining separate instructional units for implementing and comparing the two teaching approaches.

Data were collected through written tests and documentation. Written tests measured students' Fiqh learning outcomes following instructional activities, while documentation provided supporting information about student enrollment, class distribution, and relevant instructional records. The assessment instrument consisted of 20 multiple-choice questions, each containing five answer options (a, b, c, d, and e). Items covered four cognitive indicators: C1 (remembering), C2 (understanding), C3 (applying), and C4 (analyzing). Each correct answer received five points, while incorrect answers received zero, producing a maximum score of 100. Both groups completed the same post-test following their respective instructional treatments under consistent assessment procedures. In terms of instructional management, the assessment represented the evaluative function by providing measurable evidence of students' competency achievement. The standardized testing procedure ensured comparable measurements across groups and supported the identification of differences associated with their respective instructional arrangements.

Data analysis was conducted using SPSS through descriptive and inferential statistical procedures. Descriptive statistics summarized each group's learning outcomes using mean scores, standard deviations, minimum scores, and maximum scores. Assumption testing employed the Shapiro–Wilk test for normality and Levene's test for homogeneity of variance (Chang & Aberash, 2026; Jaya et al., 2026). Hypotheses were tested using an Independent Samples t-test when parametric assumptions were satisfied. If normality was violated, the Mann–Whitney U test was considered as a nonparametric alternative. Instrument validity and reliability were examined before implementation to ensure appropriate and consistent measurement. From an instructional management perspective, these procedures represented an evaluation mechanism for examining differences in academic achievement following organized instructional treatments. Consistent teaching procedures, identical assessment instruments, and uniform scoring criteria were maintained across groups to minimize measurement bias and strengthen internal validity. These procedures supported objective comparisons of instructional outcomes.

RESULTS AND DISCUSSION

Results

Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to provide an overview of students' Fiqh learning outcomes in both research groups. The experimental group received instruction through the Direct Instruction model integrated with group discussions, whereas the control group participated in conventional learning activities. The analysis covered several statistical indicators, including the number of participants (N), minimum score, maximum score, mean, and standard deviation. These indicators were used to describe the distribution and variability of students' learning outcomes following the instructional treatments. The descriptive statistical results provide an initial overview of the differences in academic achievement between the two groups and serve as a basis for subsequent inferential statistical analysis.

Table 1. Descriptive Statistics of Students' Learning Outcomes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Kelas Eksperimen	30	75	100	85.00	6.565
Kelas Control	30	45	90	66.17	9.973
Valid N (listwise)	30				

Table 1 shows that the experimental class (N = 30) obtained a mean score of 85.00 (SD = 6.565), with a minimum score of 75 and a maximum score of 100.

Meanwhile, the control class (N = 30) obtained a mean score of 66.17 (SD = 9.973), with a minimum score of 45 and a maximum score of 90. The mean difference between the two groups was 18.83 points, with the experimental class scoring higher than the control class. The control class also showed greater score dispersion (higher SD), indicating that the scores in the experimental class were more homogeneous.

The descriptive findings demonstrate that students who participated in Fiqh instruction using the Direct Instruction model integrated with group discussions achieved higher average scores than those who received conventional instruction. The higher minimum score and lower standard deviation in the experimental group further indicate a more favorable distribution of learning outcomes. These findings provide preliminary empirical evidence supporting the potential benefits of integrating structured instruction with collaborative learning activities. However, descriptive comparisons alone cannot establish whether the observed difference is statistically significant. Therefore, further inferential statistical analysis is necessary to determine whether the difference in learning outcomes between the experimental and control groups is statistically significant and to evaluate the effectiveness of the instructional model in the context of eighth-grade Fiqh learning at MTs GUPPI Natar.

Normality Test Results

The normality test was conducted to determine whether the students' learning outcome data in the experimental and control groups followed a normal distribution. The analysis employed the Shapiro-Wilk test with a significance level of 0.05. This test was used to assess the distribution of data in each group before proceeding with parametric hypothesis testing. The results indicated that the experimental group, which received instruction through the Direct Instruction model integrated with group discussions, obtained a significance value of 0.074, whereas the control group, which received conventional instruction, obtained a significance value of 0.463. The detailed results of the normality test for both groups are presented in Table 1.3.

Table 2. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas Eksperimen	.167	30	.033	.937	30	.074
Kelas Control	.180	30	.014	.967	30	.463

a. Lilliefors Significance Correction

Table 2 presents the results of the normality test for the experimental and control classes using the Kolmogorov–Smirnov and Shapiro–Wilk methods. The Shapiro–Wilk test results show significance values of 0.074 for the experimental class and 0.463 for the control class. Since both values exceed the significance threshold of 0.05, the data in both groups are considered normally distributed. Although the Kolmogorov–Smirnov test indicates significance values below 0.05 for both classes, the Shapiro–Wilk test is used as the primary reference because the sample size in each group is fewer than 50 participants (N = 30). Therefore, the normality assumption is fulfilled, indicating that the data are suitable for subsequent statistical analysis using parametric tests.

Homogeneity Test Results

The homogeneity test was conducted to determine whether the learning outcome variances of the experimental and control groups were statistically equal. The analysis was performed using Levene's Test, with the decision based on the significance value reported in the *Based on Mean* column of the SPSS output.

Table 3. Results of the Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Nilai Fikih	Based on Mean	3.130	1	58	.082
	Based on Median	2.168	1	58	.146
	Based on Median and with adjusted df	2.168	1	47.533	.148
	Based on trimmed mean	2.902	1	58	.094

Based on the results presented in Table 3, the *Test of Homogeneity of Variances* shows a Levene Statistic value of 3.130 with a significance value of 0.082. Since the significance value exceeds the 0.05 threshold, the null hypothesis of equal variances is not rejected. This indicates that the learning outcome variances of the experimental and control groups are statistically homogeneous. Therefore, the homogeneity assumption is satisfied, suggesting that the two groups have sufficiently comparable variances for subsequent statistical analysis using appropriate parametric tests.

Independent Samples t-Test Results

Hypothesis testing was conducted to determine whether there was a statistically significant difference in learning outcomes between students who participated in the Direct Instruction learning model supported by group discussions and those who received conventional instruction. The analysis focused on Grade VIII students' learning outcomes in the Fiqh subject at MTs

GUPPI Natar. To examine the difference between the two groups, an Independent Samples t-Test was performed using SPSS. The results of the statistical analysis are presented in Table 1.4.

Table 4. Results of the Independent Samples t-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Fikih	Equal variances assumed	3.130	.082	8.640	58	.000	18.833	2.180	14.470	23.197
	Equal variances not assumed			8.640	50.162	.000	18.833	2.180	14.455	23.211

Based on the results presented in Table 4, Levene's Test for Equality of Variances yielded a significance value of 0.082, which is greater than the 0.05 significance level. This indicates that the assumption of equal variances is satisfied; therefore, the Equal Variances Assumed row was used to interpret the independent samples t-test results. The analysis revealed a t-value of 8.640 with 58 degrees of freedom (df), and a two-tailed significance value (Sig. 2-tailed) of 0.000 ($p < 0.001$). Furthermore, the Mean Difference was 18.833 points, indicating a substantial difference in the average learning outcomes between the experimental and control groups. These findings demonstrate that the difference between the two groups is statistically significant.

Based on these results, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is supported. This indicates that students' learning outcomes differed significantly between the experimental group and the control group. Furthermore, the mean difference of 18.833 points, together with the higher average score in the experimental group, indicates that students who participated in the Direct Instruction model supported by group discussions achieved better learning outcomes than those who received conventional instruction. Thus, the findings provide empirical evidence that the implementation of Direct Instruction supported by group discussions was associated with significantly higher learning outcomes in Grade VIII Fiqh at MTs GUPPI Natar.

Effect Size Analysis Results

he effect size analysis was conducted to determine the magnitude of the difference in learning outcomes between students who participated in the *Direct Instruction* learning model supported by group discussions and those who received conventional instruction. The *Group Statistics* table provides descriptive information regarding the performance of both research groups, particularly their mean scores, standard deviations, and standard errors. The experimental group received instruction through the *Direct Instruction* model integrated with

group discussions, whereas the control group participated in conventional learning activities. These descriptive statistics provide an initial basis for comparing the learning outcomes of the two groups and interpreting the magnitude of the observed difference.

Table 5. Descriptive Statistics for Effect Size Analysis

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai Fikih	Kelas Eksperimen	30	85.00	6.565	1.199
	Kelas Control	30	66.17	9.973	1.821

Based on the data presented in Table 5, the experimental group consisted of 30 students, with a mean learning outcome score of 85.00, a standard deviation of 6.565, and a standard error mean of 1.199. Meanwhile, the control group also consisted of 30 students, obtaining a mean score of 66.17, a standard deviation of 9.973, and a standard error mean of 1.821. The comparison reveals a mean difference of 18.83 points in favor of the experimental group. This indicates that students who participated in the *Direct Instruction* model supported by group discussions achieved higher learning outcomes than those who received conventional instruction. This descriptive finding is consistent with the results of the *Independent Samples t-Test*, which indicated a statistically significant difference between the two groups ($p < 0.001$).

Overall, the findings indicate that the implementation of the *Direct Instruction* model supported by group discussions was associated with better learning outcomes in Grade VIII Fiqh at MTs GUPPI Natar. The higher mean score obtained by the experimental group (85.00) compared with the control group (66.17) suggests that combining structured instructional explanations with collaborative discussion activities may provide students with more effective learning experiences. Through systematic presentation of subject matter, students can develop an initial understanding of the material, while group discussions provide opportunities to exchange ideas, clarify concepts, and strengthen their understanding through peer interaction. Nevertheless, the descriptive statistics and significance test presented above establish the direction and statistical significance of the difference rather than its standardized magnitude.

DISCUSSION

The findings indicate that students participating in Direct Instruction supported by group discussions achieved an average Fiqh learning outcome score of 85.00, compared with 66.17 among students receiving conventional

instruction (He et al., 2024; Kemethofer et al., 2025). This difference of 18.83 points was supported by the Independent Samples t-test, revealing a statistically significant difference ($t = 8.640$; $df = 58$; $p < 0.001$). From an educational management perspective, these results highlight the importance of systematically organizing instructional strategies to achieve educational objectives. Effective instructional management requires aligning learning objectives, teaching methods, classroom activities, and assessment procedures within an integrated process. These findings correspond with literature recognizing structured explanations as foundations for understanding and discussions as opportunities for knowledge elaboration (Hashem et al., 2024; Singh et al., 2022). Thus, combining systematic instruction with organized student interaction offers a relevant approach to managing Fiqh learning activities in Islamic schools.

In teaching fasting-related material, integrating instructional methods requires careful planning and organization because students must understand definitions, legal status, conditions, pillars, invalidating acts, and fasting procedures. From a planning perspective, teachers formulate learning objectives and arrange materials according to competency requirements. Direct explanations enable systematic presentation of Islamic legal concepts, while group discussions allow students to clarify information, examine understanding, and discuss practical applications (Chang & Aberash, 2026; Kurniawan & Siregar, 2026). The organizing function involves distributing discussion groups, learning responsibilities, and classroom activities. This arrangement corresponds with active learning perspectives emphasizing students' involvement in processing information rather than merely receiving explanations. Nevertheless, this study did not independently measure the contributions of direct instruction and group discussions. Therefore, higher learning outcomes should be interpreted as associated with their combined implementation. This distinction prevents attributing observed achievement differences exclusively to either instructional component and maintains appropriate methodological interpretation.

Theoretically, these findings extend the application of Direct Instruction by demonstrating that structured teaching can be integrated with collaborative activities without creating contradictions between teacher guidance and student participation (Bravo & Cruz-Bohorquez, 2024; Karimah et al., 2026). Within educational management, this integration illustrates the actuating function, through which teachers coordinate instructional delivery, facilitate classroom interactions, and maintain alignment between learning activities and educational objectives. Clear explanations establish conceptual foundations, while discussions enable students to develop and examine understanding through exchanging ideas. This study contributes by connecting instructional

management practices with complementary teaching approaches in Fiqh education, particularly fasting-related material, within an Islamic school context. However, the research does not establish specific mechanisms underlying the observed improvement in learning scores (Peter Ayeoribe & Elizabeth Ayeoribe, 2025; Wan et al., 2025). Further investigation into cognitive processes, classroom interactions, and instructional coordination remains necessary to explain how these complementary activities support achievement among students.

Practically, Fiqh teachers can consider these findings when managing instructional activities through systematic planning, appropriate organization, effective implementation, and continuous evaluation (Auliyah et al., 2025; Ibrahim et al., 2025). When teaching fasting-related material, teachers can organize discussions around classifying fasting conditions and pillars, identifying invalidating acts, and examining practical situations involving Islamic legal provisions. Teachers should ensure that discussion outcomes remain consistent with authoritative Islamic sources and relevant religious regulations while correcting misconceptions (Aluko & Ooko, 2022; Hefniy & Imron, 2026; Khomairohtusshiyamah et al., 2025). At the institutional level, school management can support instructional quality by facilitating learning resources, allocating sufficient instructional time, and encouraging collaborative teaching practices. Furthermore, evaluating learning outcomes provides information for reviewing instructional effectiveness and improving subsequent teaching arrangements. Accordingly, instructional management becomes an important consideration in establishing structured, participatory, and educationally meaningful Fiqh learning environments within Islamic educational institutions.

The interpretation of these findings should consider several research limitations. The study was conducted at a single Islamic school and involved only Grade VIII students; therefore, its findings cannot automatically be generalized to other schools, educational levels, or Fiqh topics. Furthermore, the available data demonstrate differences in learning outcomes following the instructional intervention but do not establish long-term effects or isolate the contribution of each instructional component (Prahasti et al., 2026; Rozi et al., 2026). From an educational management perspective, the research also has limitations in examining instructional planning, classroom organization, teacher coordination, and evaluation as independently measured management dimensions. Future research could involve more Islamic schools, examine additional Fiqh topics, and incorporate delayed assessments to evaluate knowledge retention. Classroom observations and interviews could provide deeper insights into instructional management practices, group discussion processes, and factors influencing student engagement. Such investigations would strengthen understanding of instructional effectiveness, management mechanisms, and contextual limitations.

CONCLUSION

This study concludes that the integration of Direct Instruction with group discussions is associated with substantially higher Fiqh learning outcomes among Grade VIII students at MTs GUPPI Natar. The experimental group achieved a mean score of 85.00, compared with 66.17 in the control group, representing a difference of 18.83 points. The Independent Samples t-Test confirmed a statistically significant difference ($p < 0.001$), while Cohen's d of 2.23 indicated a very large effect size. The most important insight is that structured teacher explanations and collaborative student engagement can complement each other in strengthening learning achievement. Theoretically, this study contributes to the development of instructional approaches in Islamic education by demonstrating the relevance of integrating teacher-guided instruction with collaborative learning activities. Practically, the findings provide a reference for Fiqh teachers and school administrators in designing more systematic, interactive, and participatory instruction. However, the study was limited to one institution, one grade level, and a specific Fiqh subject context. Future research should involve more diverse educational settings, additional learning materials, and longitudinal assessments to examine the consistency, transferability, and long-term effectiveness of this instructional approach.

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