

Reexamining the Lecture Method in Learning: A Contemporary Pedagogical Perspective

Arditya Prayogi^{1✉}, Riki Nasrullah², Rohmad Abidin³, Dimas Prasetya⁴, Ryan Marina⁵

arditya.prayogi@uingusdur.ac.id¹, rikinasrullah@uingusdur.ac.id² rohmat.abidin@uingusdur.ac.id³, dimas.prasetya@uingusdur.ac.id⁴, ryan.marina@uingusdur.ac.id⁵

^{1,3,4,5} UIN KH Abdurrahman Wahid Pekalongan, Indonesia

² Universitas Negeri Surabaya, Indonesia

<p>Keywords: lecture method, modern learning, learning strategies, reflective pedagogy, relevance of methods.</p>	<p>Abstract</p>
Submitted: 20/12/2025	Lectures are often perceived as a conventional teaching method that is less relevant to modern learning demands, which emphasize student participation. However, in educational practice, lectures are still widely used and have certain pedagogical functions that cannot be fully replaced by other methods. This article aims to conceptually examine the relevance of the lecture method as a learning method that is still widely used in various learning contexts, particularly within the framework of contemporary pedagogy. This article uses a literature review method with a qualitative-descriptive approach, through critical analysis of scientific literature, pedagogical books, and relevant research results that discuss lecture methods and modern learning. The results of the study show that lecture methods remain relevant when used proportionally, reflectively, and adaptively, especially for conveying conceptual frameworks, building initial learning orientation, and explaining abstract and systematic material. This relevance is even stronger when the lecture method is combined with interactive strategies, learning media, and the use of educational technology. The implications of this study emphasize the importance of repositioning the lecture method not as a single method, but as an integral part of a flexible and contextual learning strategy, so that it can support the achievement of learning objectives in a more meaningful way.
Revised: 05/01/2026	
Accepted: 19/01/2026	

Author Correspondent:

Arditya Prayogi
UIN KH Abdurrahman Wahid Pekalongan, Indonesia
Email: arditya.prayogi@uingusdur.ac.id

INTRODUCTION

A true educator plays a strategic role in determining the achievement of learning objectives. This role is not only related to mastery of teaching materials, but also includes the ability to manage the classroom and select learning methods that are appropriate to the characteristics of the students and the learning context. In order to achieve optimal learning outcomes, teachers are required to be able to apply learning methods appropriately, effectively, and responsibly in a pedagogical manner (Fentari et al., 2023). The selection of inappropriate learning methods can result in low student participation and limited conceptual understanding. Learning methods cannot be assessed solely on the basis of their novelty, but rather on their suitability to learning objectives and needs. Therefore, studies on learning methods, including long-established methods such as lectures, remain urgent in the discourse on education (Ananda & Amiruddin, 2017).

In educational practice, various learning problems are still commonly encountered, especially in subjects that are considered abstract or require deep conceptual understanding. Students often associate certain learning activities as monotonous, one-way, and focused solely on memorization. This condition leads to low cognitive engagement of students in the learning process and results in a weak understanding of the material. One factor often associated with this problem is the dominance of the lecture method without reflective and contextual management. As a result, the lecture method is often perceived as outdated and irrelevant to the demands of modern learning. In fact, the main problem does not lie in the method itself, but in the way teachers apply it in the learning process (Abduhrohman et al., 2025; Syamsurijal et al., 2023).

The lecture method is essentially a method of delivering learning material verbally by teachers to students in the classroom. In this method, teachers act as the main conveyors of information, while students are in the position of receiving the knowledge conveyed. This characteristic is often criticized because it is considered to place students as passive subjects and limits the space for critical thinking and academic dialogue. However, the lecture approach cannot be automatically positioned as an ineffective method. In certain contexts, especially in the early stages of learning or when the material requires systematic conceptual explanations, the lecture method actually has a strategic function in building students' thinking frameworks. Thus, the effectiveness of the lecture method is highly dependent on the teacher's pedagogical competence in managing the delivery of material in a communicative and reflective manner (Marom et al., 2025; Sari et al., 2022).

Effective learning basically requires active interaction between teachers and students. Teachers' active role in managing learning should encourage students to be active in thinking, understanding, and reflecting on the material being studied (Fitrianti & Hidayati, 2025). In this framework, the lecture method should not be understood as a rigid, one-way communication process. The lecture method can be developed to be more dialogical through the use of provocative questions, contextual illustrations, and linking the material to the experiences of the learners. With proper management, lectures can actually serve as a conceptual bridge that helps learners understand the

main ideas before entering into more participatory learning activities. Therefore, the relevance of the lecture method lies in its flexibility of use, not in its conventional form.

Updates in learning do not always mean eliminating old methods, but rather repositioning and reorienting them so that they remain in line with educational objectives. In this context, the lecture method needs to be understood as part of a broader and more integrative learning strategy. Teachers are required to be able to link lectures with learning objectives that emphasize understanding, analysis, and reflection on the part of students (Tambak, 2014). Advances in educational technology have opened up opportunities to strengthen lecture methods through the use of digital media, such as interactive presentations, instructional videos, and online learning resources. The integration of this technology means that lectures are no longer monotonous, but rather a means of conveying ideas in a contextual and engaging manner. Thus, lecture methods can continue to adapt to the dynamics of modern learning (Anjani et al., 2025).

The paradigm shift in learning requires support from various parties, including teachers, educational institutions, and the social environment of students. Teachers need professional development opportunities to evaluate and improve their teaching practices, including the use of lectures. Educational institutions have a responsibility to provide pedagogical training that encourages teachers to use lectures in a reflective and innovative manner. On the other hand, challenges still often arise, such as the limited pedagogical ability of teachers to manage lectures interactively and the tendency to use this method routinely without evaluation. These conditions emphasize that the problem of learning does not lie in the lecture method itself, but in the low level of pedagogical awareness in its use (Prayogi, Shilla, et al., 2025; Wedi, 2016).

Based on the above description, it can be understood that the lecture method still has significant potential and relevance in learning when used consciously, proportionally, and contextually. This method is still needed to convey conceptual frameworks, systematic explanations, and reinforce students' initial understanding of learning materials. However, conceptual studies that place the lecture method in the perspective of modern pedagogy are still relatively limited and are often marginalized by the dominance of empirical research based on active methods. Therefore, this article was written with the aim of conceptually examining the relevance of the lecture method as a learning method that is always relevant. This study is expected to provide a theoretical contribution in emphasizing that the lecture method is not an outdated method, but rather a pedagogical approach that remains strategic when managed reflectively and adaptively in accordance with the demands of today's learning.

RESEARCH METHODS

This article was written using a qualitative research approach. Qualitative research is research based on natural contexts with the aim of interpreting phenomena in depth through various data collection and analysis techniques. This approach was chosen because it is in line with the research objectives, namely to understand and describe the reality of thinking and scientific constructs regarding the relevance of using lecture methods in learning (Prayogi, Nasrullah, et al., 2025; Prayogi & Nasrullah, 2025). With this approach, the research does not focus on statistical generalization, but on the meaning, interpretation, and critical reading of ideas developed in the literature related to lecture methods in the context of pedagogy.

The writing process for this article began with researching, selecting, and analyzing relevant reference sources, namely scientific articles, books, research reports, and other

academic writings discussing the application of lecture methods in learning as well as in the context of pedagogy in other subjects. These sources were obtained through physical and digital libraries, scientific databases, and publicly available media. The next stage was to synthesize the data through a process of review, theme classification, and conceptual interpretation to find patterns, arguments, and the relevance of using the lecture method in the era of modern education. Thus, this article is not a field research report, but a conceptual study that aims to formulate a theoretical and reflective understanding of the position, potential, and challenges of the lecture method in learning based on existing findings and scientific discourse.

RESULTS AND DISCUSSION

Characteristics and Position of the Lecture Method in Contemporary Learning

Conceptually, the lecture method has the main characteristic of being a learning method that emphasizes the oral, systematic, and structured delivery of information by the teacher to the students. In the context of learning, lectures serve as a means of transferring conceptual and abstract knowledge, especially when the material requires chronological explanations, logical reasoning, and the presentation of a complete framework of thinking. This characteristic makes the lecture method inseparable from educational practice, especially in the early stages of learning. In contemporary learning, lectures are no longer understood solely as a one-way method, but as a pedagogical strategy that can be developed reflectively. Therefore, the position of the lecture method needs to be understood proportionally, not as a method that has been abandoned, but as an approach that has been repositioned according to learning needs. This shows that lectures still have an essential function in the structure of modern learning (Riyanton, 2024).

One important characteristic of the lecture method is its ability to convey broad ideas and core concepts efficiently. In learning situations with limited time and a wide range of material, lectures allow teachers to provide an initial overview of the topics to be studied. This function is relevant in contemporary learning, which requires students to understand the conceptual framework before further exploration. Lectures serve as advance organizers that help students build initial thinking schemes. With this framework in place, students are better prepared to engage in analytical and reflective learning activities. Lectures do not stand alone, but are part of a series of complementary learning strategies (Ibrahim, 2017).

In the perspective of modern pedagogy, the lecture method has undergone a shift in meaning from a knowledge transmission approach to a directed facilitative approach. Teachers no longer simply convey information, but also guide students' thinking through narratives, illustrations, and contextual examples. Effective lectures in contemporary learning are characterized by the teacher's ability to relate the material to real experiences and current issues. This approach makes lectures more dialogical, even though structurally they are still teacher-centered. Lectures can also facilitate higher-level cognitive processes if they are designed consciously and reflectively. This confirms that the quality of lectures is highly dependent on the pedagogical competence of teachers (Erisyah & El-yunusi, 2025).

The position of lectures in contemporary learning cannot be separated from the characteristics of students. In certain situations, students need direct explanations to understand complex or abstract concepts. Lectures serve as a bridge between theoretical material and the developing understanding of students. At this point, lectures serve as a tool for clarifying concepts, not as the sole source of learning.

Teachers play a role in guiding understanding, while also opening up space for students to develop their thinking independently. Therefore, the lecture method continues to have a strategic position in learning that is oriented towards deep understanding (Hirwanto, 2024).

Contemporary learning that emphasizes student activity often places lectures as a less desirable method. However, this view needs to be critically reexamined. Meaningful learning activities are not always synonymous with minimal teacher involvement in explaining the material. In certain contexts, direct explanation is necessary to prevent students from developing misconceptions. Lectures that are structured and argumentative can help students understand cause-and-effect relationships, thought processes, and the meaning of a concept, and can contribute to the formation of a solid cognitive structure before students engage in further exploration (Muthiah et al., 2024).

Advances in learning technology have influenced the characteristics of lecture methods in contemporary learning. Lectures are no longer limited to verbal communication alone, but can be enriched with visual, audio-visual, and digital media. The use of interactive presentations, supporting videos, and digital illustrations makes lectures more interesting and easier to understand. The integration of this technology transforms lectures into a more multimodal learning experience. Thus, lectures have not lost their relevance, but have transformed in line with the times. This transformation confirms that lectures are adaptive and contextual (Siregar et al., 2024).

Reflectively, the sustainability of the lecture method in contemporary learning is also related to the role of teachers as professional educators. Teachers are required to be able to design lectures that are not only informative, but also inspiring and encourage critical thinking. Effective lectures do not focus on the amount of information conveyed, but on the quality of the explanation and the interrelationship between concepts. Lectures can be a means of instilling values, building conceptual awareness, and fostering students' interest in learning. Reflective lectures have great potential in supporting meaningful learning.

Therefore, it can be understood that the characteristics and position of the lecture method in contemporary learning cannot be viewed in black and white terms. The lecture method is not an outdated method, but rather a method that requires restructuring in pedagogical practice. Lectures remain relevant when used proportionally, contextually, and integrated with other learning strategies. The position of lecturing as a strategic basic method makes it an important foundation in the learning process. Thus, the lecture method will always have a place in contemporary learning, as long as teachers are able to manage it reflectively and responsibly in terms of pedagogy.

Relevance and Adaptive Strategies of Lecture Methods in Modern Learning

The relevance of lectures in modern learning cannot be separated from the pedagogical need to convey concepts, frameworks, and main ideas systematically. Amidst the development of active and learner-centered learning approaches, lectures still have a strategic function as a means of providing initial orientation to learning materials, allowing teachers to organize a coherent flow of understanding before learners engage in exploratory activities. Thus, lectures are not positioned as an obstacle to active learning, but rather as a conceptual introduction that supports further learning activities. This relevance shows that lectures are still needed in modern learning, especially at the stage of forming basic understanding. Therefore, lectures need to be understood as an integral part of comprehensive learning design (Astuti et al., 2025; Kartini & Rosyidah, 2024).

Modern learning requires flexibility and adaptation of methods according to the characteristics of learners and learning objectives. In this context, lectures have shifted from a monologue approach to a more interactive communicative strategy. Teachers no longer simply convey information, but also build dialogue through provocative questions, contextual illustrations, and an emphasis on the interconnection of concepts. This adaptive strategy makes lectures more responsive to learners' learning needs. With this approach, lectures can stimulate cognitive engagement without abandoning a systematic delivery structure and remain relevant when adapted to the dynamics of modern learning.

The adaptive strategy of the lecture method is also evident in its ability to be combined with other learning methods. Lectures can be combined with discussions, problem-based learning, and collaborative learning to enrich the learning experience of students. In practice, lectures are used as a spark or conclusion to learning that serves to reinforce concepts. This approach helps students integrate the results of discussions and learning activities with the theoretical framework that has been presented. Lectures cannot stand alone, but are part of a complementary learning strategy. This integration strengthens the relevance of lectures in the context of modern learning that emphasizes diversity of methods (Suryadinata et al., 2025).

The use of educational technology helps strengthen the adaptive strategy of lecture methods in modern learning. Lectures are no longer limited to verbal delivery in the classroom, but can be developed through digital media such as interactive presentations, instructional videos, and learning management systems. Technology allows lectures to be presented visually and auditorily, making them easier for students to understand. In addition, the use of digital media can help teachers simplify complex concepts through illustrations and simulations. In this way, lectures become more contextual and relevant to the learning styles of the digital generation. This adaptation shows that lectures are capable of transforming in line with developments in learning technology (Azizah et al., 2024; Siregar et al., 2024).

The relevance of lectures—pedagogically speaking—also lies in their role in constructing narratives and learning meanings. Lectures enable teachers to convey experiences, reflections, and value emphases that are difficult to obtain through independent learning activities alone. The narratives conveyed by teachers can help students understand the context, background, and implications of the material being studied. In modern learning, which is often fragmented by activities, lectures serve as a binding force that unites various components of learning. Lectures contribute to the formation of holistic and in-depth understanding. This reinforces the relevance of lectures as a meaningful pedagogical method (Farhillah et al., 2025).

Adaptive lecture strategies are also closely related to teachers' professional competencies. Teachers are required to have communication skills, mastery of the material, and pedagogical sensitivity so that their lectures are not monotonous. Effective lectures require careful planning, including the selection of language, examples, and delivery flow that are appropriate for the developmental level of the students. In modern learning, adaptive lectures position teachers as learning designers who are able to strategically manage learning interactions. With this approach, lectures are no longer seen as a passive method, but as a means of focused and meaningful learning. Based on this, improving teacher competence is a key factor in maintaining the relevance of lectures (Riyanton, 2024).

Modern learning challenges, such as diverse learning styles and the demand for critical thinking, are often considered obstacles to the use of lectures. However, these

challenges actually open up opportunities for innovation in the application of lectures. Teachers can develop reflective lectures that encourage students to think, analyze, and relate the material to their experiences. Reflective lectures not only convey information, but also encourage students to reflect on the meaning of learning and contribute to the development of higher-order thinking skills. This shows that lectures remain relevant in modern competency-oriented learning (Astuti et al., 2025; Nasrullah et al., 2024).

Thus, it can be concluded that the relevance of the lecture method in modern learning lies in its ability to adapt pedagogically and contextually. Lectures are no longer positioned as a single method, but rather as a strategy that is integrated with other learning approaches. Through adaptation in the form of interaction, technological integration, and pedagogical reflection, lectures are able to respond to the challenges of learning today. The lecture method remains relevant as long as it is used consciously, proportionally, and with a focus on learning objectives. This position confirms that lectures continue to play a strategic role in modern learning, which is dynamic and complex.

CONCLUSIONS

The lecture method cannot be understood solely as an outdated conventional learning method, but rather as a pedagogical approach that has ongoing relevance when placed proportionally and reflectively in learning design. This study shows that lectures continue to play a strategic role in conveying conceptual frameworks, building initial orientation, and helping students understand abstract and systematic core ideas. The relevance of the lecture method in modern learning does not lie in its verbal delivery, but in the teacher's ability to manage lectures in an adaptive, dialogical, and contextual manner. Through integration with other learning strategies and the use of educational technology, lectures can be transformed into a communicative and meaningful method. Thus, the main issue is not the lecture method itself, but the teacher's pedagogical competence in designing and implementing it. Therefore, the lecture method needs to be repositioned as an integral part of a flexible modern learning strategy. It should not be abandoned, but consciously managed to support the achievement of meaningful learning objectives oriented towards the development of student understanding.

REFERENCE

Abduhrohman, M. N., Qonita, N., Yulianti, Y., Hanifah, Z. P., Jenuri, & Suwarma, D. M. (2025). Relevansi penggunaan metode ceramah dalam pembelajaran berdiferensiasi di sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 5(1), 257–261. [https://doi.org/https://doi.org/10.37081/jipdas.v5i1.2523](https://doi.org/10.37081/jipdas.v5i1.2523)

Ananda, R., & Amiruddin. (2017). *INOVASI PENDIDIKAN: Melejitkan Potensi Teknologi dan Inovasi Pendidikan*. CV. Widya Puspita.

Anjani, S., Subhi, M. R., & Anekasari, R. (2025). Analisis Integrasi Metode Pembelajaran Konvensional dan Modern. *Menara Ilmu: Jurnal Penelitian Dan Kajian Ilmiah*, 19(1), 657–664.

Astuti, M., Ismail, F., Monika, E., Avechena, G. M., Amelia, R. L., & Kasuni, A. (2025). Metode ceramah, diskusi, simulasi, dan demonstrasi. *Perspektif Agama Dan Identitas*, 10(11), 42–50.

Azizah, L., Prayogi, A., Faradhillah, N., & Nasrullah, R. (2024). Implementasi Pembelajaran Berbasis Metode Quantum Teaching pada Mapel Akidah Akhlak di MTsN 2 Pekalongan. *Kalam Al Gazali : Education and Islamic Studies Journal*, 1(2), 1–11.

Erisyah, N., & El-yunusi, M. Y. M. (2025). Implementasi Metode Pembelajaran Berbasis Ceramah dalam Meningkatkan Pemahaman Siswa di SD Al-Ishlah. *Journal of Innovative and Creativity*, 5(2), 3215–3227.

Farhillah, A. R., Anam, A. S., Bagus, A., Anastasya, A., & Khoerunisa, D. (2025). Penerapan Metode Ceramah dalam Meningkatkan Pemahaman Materi Sejarah Turki Usmani Kelas VIII di SMPN 1 Telagasari. *Hidayah: Cendekia Pendidikan Islam Dan Hukum Syariah*, 2(2), 20–30. <https://doi.org/https://doi.org/10.61132/hidayah.v2i2.877>

Fentari, R., Ermawati, E., & Primawati, Y. (2023). MENINGKATKAN KUALITAS PEMBELAJARAN PENDIDIK MELALUI MODEL KOOPERATIF TIPE PICTURE AND PICTURE. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 3618–3626.

Fitrianti, & Hidayati, N. (2025). PERAN GURU DALAM MENINGKATKAN KETERLIBATAN BELAJAR SISWA DI KELAS. *Damhil Education Journal*, 1(5), 64–73. <https://doi.org/10.37905/dej.v5i1.2788>

Hirwanto. (2024). Pengaruh Ceramah Interaktif dalam Meningkatkan Pemahaman Tentang Hari Akhir di SDN 019 Sungai Tapah. *EduSpirit : Jurnal Pendidikan Kolaboratif*, 1(1), 226–231.

Ibrahim. (2017). PERPADUAN MODEL PEMBELAJARAN AKTIF KONVENTSIONAL (CERAMAH) DENGAN COOPERATIF (MAKE – A MATCH) UNTUK MENINGKATKAN HASIL BELAJAR PENDIDIKAN KEWARGANEGARAAN. *Suara Guru: Jurnal Ilmu Pendidikan Sosial, Sains, Dan Humaniora*, 3(2), 199–212.

Kartini, & Rosyidah, R. A. (2024). STRATEGI PEMBELAJARAN EFEKTIF: PENERAPAN METODE 3MPH (MUDAH, MURAH, MERIAH, DAN PENUH HIKMAH) DALAM MENINGKATKAN KUALITAS PENDIDIKAN. *J K I P: JURNAL KEGURUAN DAN ILMU PENDIDIKAN*, 2(3), 87–92.

Marina, R., Prasetya, D., Prayogi, A., Amatullah, A. A., & Safitri, K. K. (2025). Penggunaan Dongeng Interaktif sebagai Media Pengembangan Kognitif dan Sosial-Emosional Anak Usia Dini di PAUD Bajo Sayang, Nusa Tenggara Timur. *Solusi Bersama: Jurnal Pengabdian dan Kesejahteraan Masyarakat*, 2(4), 108-115.

Marom, A. A., Prayogi, A., Pujiono, I. P., Syaifuddin, M., & Riandita, L. (2025). Kegiatan Edukasi Interaktif Kesehatan Gigi bagi Anak Usia Dini di Desa Majakerta Pemalang. *Jurnal Igakerta: Inovasi Gagasan Abdimas Dan Kuliah Kerja Nyata*, 2(1), 1–7. <https://doi.org/https://doi.org/10.70234/gs2t9m51>

Muthiah, S., Al-bahij, A., & Baryono. (2024). Pengaruh Penggunaan Metode Ceramah dan Diskusi terhadap Pemahaman Konsep Sosial Siswa SD. *Seminar Nasional Dan Publikasi Ilmiah 2024 FIP UMJ*, 1256–1263.

Muzaki, M., Soleha, H. A., Minatika, N., Fadilah, M. N., & Prayogi, A. (2026). HARMONISASI ILMU: PERSPEKTIF FILOSOFI, ONTOLOGI, EPISTEMOLOGI, AKSIOLOGI DAN IMPLEMENTATIF UIN KH. ABDURRAHMAN WAHID PEKALONGAN. *An Najah (Jurnal Pendidikan Islam dan Sosial Keagamaan)*, 5(1), 141-148.

Nasrullah, R., Laksono, K., Prayogi, A., Parmin, P., & Inayatillah, F. (2024). Establishing Literacy Foundations : Policies and Interventions for Indonesia's Future Excellence. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 10(3), 1219–1230. <https://doi.org/10.33394/jk.v10i3.11011>

Prayogi, A., & Nasrullah, R. (2025). Conceptual Study of Politics in Islam. *HUMANIST: As' Adiyah International Journal of Humanities and Education*, 2(1), 52–67.

Prayogi, A., Nasrullah, R., Syaifuddin, M., & A'yun, Q. (2025). Optimalisasi Pembelajaran Global melalui Video Game: Potensi dan Tantangan dalam Konteks Pendidikan

Indonesia. *GURUPEDIA: Journal of Teacher and Education*, 1(2), 43–52. <https://doi.org/https://doi.org/10.5281/zenodo.16324681>

Prayogi, A., Shilla, R. A., Pujiono, I. P., & Nasrullah, R. (2025). Upaya Penguatan Kualitas Pendidikan Melalui Sharing Session-Motivasi Studi Lanjut. *Jurnal Inovasi Pengabdian Masyarakat*, 2(1), 17–25. <https://doi.org/https://doi.org/10.65255/jipmas.v2i1.147>

Ramadhani, A. Z., Amilatusholekha, M., Elkausari, I., Sholikhah, H., Al Faidl, M. Z., Safira, P., ... & Prayogi, A. (2026). Penggunaan Media Pembelajaran Berbasis Digital dalam Proses Pembelajaran Matematika. *Jurnal Penelitian Ilmiah Multidisipliner*, 2(04).

Riyanton (Ed.). (2024). *PEDAGOGI KONTEMPORER Inovasi Pembelajaran dan Integrasi Kurikulum Digital*. CV. Eureka Media Aksara.

Sari, N., Wulandari, D., & Jamil, N. (2022). Relevansi Penggunaan Metode Ceramah pada Pembelajaran Abad 21 melalui Analisis Hubungan Tanggapan Peserta didik dengan Hasil Belajar Kognitif. *International Conference on Islamic Studies*, 3(1), 485–495.

Siregar, R. F., Ratnawati, & Ratnawati. (2024). Penggunaan Metode Ceramah Interaktif dalam Meningkatkan Pemahaman Siswa tentang Akhlak Mulia di RA Nur Faijah Pandan. *EduSpirit : Jurnal Pendidikan Kolaboratif*, 1(1), 802–807.

Suryadinata, A. M. I., Fatma, & Nindiawati. (2025). Metode Ceramah Dalam Pendidikan Islam (Keuntungan dan Keterbatasannya). *Jurnal Kolaboratif Sains*, 8(6), 3458–3467. <https://doi.org/10.56338/jks.v8i6.7674>

Syamsurijal, Sabillah, B. M., Hakim, U., & Irsan. (2023). Relevansi Penggunaan Metode Ceramah pada Pembelajaran di Sekolah Dasar di Era Digital. *Edukatif: Jurnal Ilmu Pendidikan*, 5(4), 1758–1767.

Tambak, S. (2014). METODE CERAMAH: KONSEP DAN APLIKASI DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM. *Jurnal Tarbiyah*, 21(2), 375–401.

Wahyudi, N. A., Risky, M. J., Reza, M. F., Rosidin, L., & Wahyudi, A. P. (2025). Tantangan dan Peluang Teknologi dalam Ekosistem Tahfidz Generasi Alpha: Sebuah Analisis Kesenjangan untuk Pengembangan Model Pembelajaran PAI. *Kariman: Jurnal Pendidikan Keislaman*, 13(2), 148-164.

Wedi, A. (2016). KONSEP DAN MASALAH PENERAPAN METODE PEMBELAJARAN: Upaya Peningkatan Mutu Pembelajaran Melalui Konsistensi Teoretis-Praktis Penggunaan Metode Pembelajaran. *Edcomtech*, 1(1), 21–28.