

DIRECT INSTRUCTION LEARNING MODEL: A LITERATURE REVIEW

Linda Riyana

Elementary School Teacher Education, PGRI Silampari University

rianalinda28@gmail.com

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Abstract : This article aims to conduct an in-depth analysis of the Direct Instruction Learning Model through a literature review. The review included various references, including educational theory books and recent scientific journal articles, to examine the basic concepts, theoretical foundations, implementation steps (syntax), advantages and limitations, and relevance in today's educational context. Direct Instruction is viewed as a systematic and structured learning model, emphasizing the explicit delivery of material by the teacher through sequential stages, from the presentation of learning objectives to independent practice activities. The study results indicate that this model is effective in improving understanding of fundamental concepts and mastery of procedural skills, due to its emphasis on demonstration activities, guided practice, and continuous feedback. However, when applied alone, this model tends to be less than optimal in developing student creativity and active engagement. Therefore, Direct Instruction remains relevant for situational use and is recommended for integration with other learning models to achieve more comprehensive educational goals.

Keywords: Direct Instruction, learning model, direct learning, literature review, learning strategy.

INTRODUCTION

Education is a well-organized process designed to help students develop optimally in various areas, such as thinking, feeling, and motor skills. In its implementation, learning activities are a key component in achieving educational goals. Learning success depends not only on the material taught but also on how that material is delivered, using appropriate strategies and learning models. Therefore, selecting the right learning model is crucial for improving the quality of the learning process and outcomes.

A learning model serves as a framework that provides guidance in designing and implementing the learning process. Joyce, Weil, and Calhoun (2015) state that a learning model is a method or plan used as a guideline in creating a curriculum,

organizing learning materials, and guiding teaching and learning activities in the classroom. Arends (2012) states that a learning model is a well-organized system that explains the steps in organizing learning experiences to achieve the intended learning objectives. Therefore, a learning model not only emphasizes teaching methods but also encompasses the entire well-organized learning design.

In teaching and learning activities, teachers play a crucial role as the person who designs and implements the learning process. Teachers are required to choose teaching methods that are appropriate to the characteristics of the students, the learning objectives, and the type of material being taught. Slavin (2018) emphasized that a person's learning ability can be enhanced if the material is taught clearly, given real-life examples, practiced regularly, and given consistent feedback. Therefore, a structured learning model is crucial, especially for explaining basic concepts and skills step-by-step.

One frequently used and proven effective learning method is Direct Instruction. This model is designed to help students understand basic knowledge and practice skills step by step in a clear and orderly manner, as explained by Arends in 2012. The stages of direct instruction include conveying learning objectives, demonstrating material, conducting guided exercises, ensuring student understanding, and providing opportunities for independent practice. This clear learning structure aims to gradually facilitate student understanding and reduce conceptual errors.

The Direct Instruction approach is often referred to as a teacher-centered method, as the teacher plays the primary role in managing the learning process. However, this model still requires active student involvement through question-and-answer sessions, limited discussions, and exercises that help students apply the concepts they have learned. A structured learning structure also helps create a more organized and comfortable classroom atmosphere.

Recent research shows that this model is highly effective in improving student learning outcomes. Hidayat and Nuraini (2021) stated that the Direct Instruction method significantly improves students' learning abilities at the elementary school level. Pratama and Suryani (2022) stated that this model helps improve understanding of basic concepts because learning is carried out in a regular and structured manner. Research by Saputra and Wulandari (2023) also shows that the Direct Instruction method can improve students' conceptual understanding in learning science. Furthermore, Rahmawati and Kurniawan (2024) demonstrated that the model successfully improves students' ability to understand mathematical steps. Putri and Anwar (2025) in their research stated that the Direct Instruction approach is still suitable for use in modern elementary education, especially for material that requires gradual explanations and considerable practice.

Despite its many advantages, the Direct Instruction method has drawbacks if used alone for extended periods. A teaching approach that relies too heavily on the

teacher can hinder the development of students' creative abilities and higher-order thinking skills. Therefore, it is necessary to combine it with other learning methods to diversify the learning process and meet the diverse needs of students.

Based on this explanation, this study aims to conduct an in-depth analysis of the Direct Instruction learning model using a literature review approach. This discussion covers basic concepts, theoretical basis, learning material delivery methods, advantages and disadvantages, and its importance in today's educational context, particularly at the elementary school level.

Discussion

A. Description of the Direct Instruction Learning Model

Direct instruction is a teaching method that focuses on teaching material clearly, systematically, and systematically. The main goal of this model is for students to understand and master knowledge and skills gradually and effectively. Teachers play a crucial role in managing the student learning process, from communicating learning objectives, explaining material, demonstrating concepts, providing guided practice, to providing independent practice (Hattie, 2012; Rosenshine, 2012).

Material is delivered in stages to continuously build student understanding. Material is taught clearly, in detail, and in a structured manner, so all students have an equal opportunity to grasp basic concepts before moving on to more complex material. Systematically organizing instructional steps can help reduce confusion, increase student focus, and make the learning experience more focused and effective (Marzano & Pickering, 2011; Rosenshine & Stevens, 2010).

In implementing this method, the teacher begins teaching by providing examples or initial explanations of the material to be studied. This stage aims to help students prepare for new material, stimulate their curiosity in learning, and connect new knowledge to experiences or material they have previously studied. Afterward, the teacher demonstrates the material in a clear and orderly manner. This demonstration can take the form of concrete actions, mental images, or concrete examples that help students grasp complex and difficult-to-understand material. Some of the main principles of Direct Instruction include:

- 1) Conveying objectives.

The teacher explains clear learning objectives, including the skills students must master and measurable indicators of success.

- 2) Clear instructions.

The material is taught in detail, complete with examples and demonstrations, so students can fully understand the concepts.

3) Guided Practice.

Students practice under the teacher's guidance, and their mistakes are corrected directly.

4) Independent Practice.

Students complete assignments independently to better understand the material and learn independently.

5) Feedback.

Teachers provide immediate reinforcement for correct answers and provide prompt and consistent correction for incorrect answers.

6) Evaluation.

Teachers regularly evaluate students' understanding before moving on to the next material.

The general stages of Direct Instruction learning include:

1) Orientation and presentation of objectives.

The teacher explains the learning objectives, introduces new material, and connects the material to previous experiences.

2) Demonstration of material.

The teacher demonstrates the method or concept to be learned by students, providing real-life examples and visual explanations.

3) Guided Practice.

Students practice under the teacher's guidance, and the teacher directly corrects any errors.

4) Checking understanding.

The teacher checks students' understanding by asking questions, giving quizzes, or discussing the material briefly to ensure everyone understands what is being taught.

5) Independent practice.

Students practice independently to better understand the material and learn to become more independent.

6) Feedback and reinforcement.

The teacher provides additional explanations for incorrect answers and reconfirms the correct answers.

7) Repetition and practice.

The teacher can provide additional practice or different questions to broaden students' understanding and make them easier to grasp.

8) Closing.

The teacher concludes the session by summarizing the main points and guiding students in preparing for the next material.

In addition to these stages, Direct Instruction also emphasizes the use of simple and consistent language so that instructions are easily understood by students. Teachers consistently use the same method of delivering material, so students become accustomed to a structured and logical learning path. This helps students focus more easily on important points and makes the learning process more structured.

Guided and independent practice complement each other: guided practice helps students clearly understand each step, while independent practice allows students to practice and strengthen their skills on their own. Regular evaluation and ongoing feedback help ensure each student is learning correctly, ensuring a complete understanding of all concepts.

The direct instruction method provides a coherent and structured learning process, guiding both teachers and students along a logical and consistent learning path. This ensures that every student has an equal opportunity to understand the lesson, develop skills, and master basic concepts, ensuring a focused, consistent, and comprehensive learning process.

B. Advantages of the Direct Instruction Learning Model

According to Miller (2015), Direct Instruction has several advantages that make this model highly effective in the teaching and learning process, especially for procedural and factual materials. These advantages are explained as follows:

1. Clear and Systematic Learning Structure.

Direct learning involves logically and sequentially structured learning steps. This structure helps students follow each step in an orderly manner, gradually reinforcing understanding, and reducing misunderstandings. With a structured approach, teachers can organize learning more effectively and ensure each student understands the material before moving on to the next chapter.

2. Explicit and Easy-to-Understand Instructions.

This model focuses on delivering material in a clear and detailed manner. Teachers use real-world examples, demonstrate how things work, and speak in simple language to help students grasp new concepts. This

approach is especially helpful for students who need clear guidance to understand abstract concepts or difficult-to-understand material.

3. Consistent Guided and Independent Practice.

Direct learning combines teacher-led practice with independent practice. Guided practice provides opportunities for students to try new concepts with teacher guidance, while independent practice helps reinforce understanding and develop independent learning skills. This approach promotes better mastery of the material and can be sustained.

4. Fast and Timely Feedback.

One of the advantages of this model is that it provides fast and accurate feedback. The teacher immediately corrects errors in students' answers and re-explains the correct answer, allowing students to understand clearly and effectively improve their skills.

5. Effective for Procedural and Factual Material.

Direct instruction is ideal for material that requires mastery of specific steps or facts. Clear and organized instructions help students more easily grasp the steps and concepts correctly, such as in math, science, or technical skills.

6. Improves Student Learning Accuracy and Speed.

The structured approach in this model helps students grasp the material more quickly and accurately because each stage is taught in a gradual and orderly manner. Students maintain focus on important steps, allowing for faster and more efficient understanding of concepts and skills.

7. Supports Classroom Consistency and Order.

This model helps create order in the classroom because the teacher has complete control over the learning process. Students learn within a consistent system, making it easier to develop discipline and concentration throughout the learning process.

8. Facilitates Student Progress Evaluation and Monitoring.

This model helps teachers more easily evaluate and monitor student learning progress. By implementing organized steps, teachers can regularly assess student understanding, quickly detect difficulties or misunderstandings, and adapt teaching methods to suit each student's needs.

C. Disadvantages of the Direct Instruction Learning Model

According to Archer & Hughes (2011), although the Direct Instruction (DI) approach is quite effective, this model has several weaknesses that need to be considered.

1. Lack of Flexibility in Encouraging Creativity.

The emphasis on mastery of specific materials and skills is placed on organized steps. As a result, students don't have enough opportunity to think creatively or try new ideas. An overly structured learning process can make it difficult for students to innovate or try new ways to solve problems, thus under-stimulating their critical thinking skills.

2. Limited Student Participation.

This model is designed to support teachers, so students have limited opportunities to discuss, ask questions, or make decisions during the learning process. Students tend to follow teacher instructions in an inactive manner, so active communication between students and the subject matter or with each other is limited compared to learning models that encourage independent construction of knowledge.

3. Dependence on the Teacher.

The success of direct instruction depends heavily on the teacher's ability to provide clear, structured, and consistent instructions. If the teacher is not well-trained or does not organize the material appropriately, the quality of the teaching and learning process can suffer. This shows that teacher ability significantly influences the outcome of direct instruction, so this model is not appropriate if the teacher does not understand effective teaching methods.

4. Lack of Support for Higher-Order Thinking

The direct teaching approach places greater emphasis on mastering factual knowledge and the steps involved. As a result, students are given fewer opportunities to think critically, analyze information more deeply, evaluate arguments, or combine new ideas into something more meaningful. Learning generally focuses on following instructions or steps given, rather than exploring or solving problems creatively.

5. Potential Boredom for Students

Because the learning process is structured and supervised by teachers, students may become bored if the DI method is used continuously. The lack of variety in teaching methods can demotivate some students and reduce their enthusiasm for learning.

6. Limitations in Addressing Different Student Learning Styles.

The DI approach is one-size-fits-all, making it less adaptable to accommodate the needs of students with different learning styles. Students who learn through discussions, experiments, or projects may not receive the best learning experience.

D. Comparison with Competitors (Optional)

Direct Instruction vs. Discovery Learning

Discovery Learning is a learning method in which students actively engage in the learning process to discover concepts or principles for themselves through exploration, research, and hands-on experience. This approach encourages students to think for themselves, ask questions, and construct their own knowledge from the results obtained during the learning process. Recent research on Discovery Learning shows that this model can improve students' creative thinking skills and independence as they explore subject matter directly. Especially in Indonesian and science learning in elementary schools, the implementation of this model has significantly improved the creative thinking skills and independence of fifth-grade students.

In contrast, Direct Instruction (DI) focuses on clear, directed, and structured explanations provided by the teacher from the beginning to the end of the learning process. The teacher explains the material, demonstrates examples, provides assisted practice, and provides regular feedback so that students can follow the clearly structured learning steps. This approach makes DI highly effective in understanding basic concepts and procedural skills because students receive systematic, step-by-step instructions before moving on to more complex activities. This is especially helpful for students who need clear guidance or are still learning factual or sequential material.

A comparison of the two models shows that DI is better at providing structure and facilitating comprehension of the material, especially when the learning objectives require a strong foundational understanding before students move on to the next activity. However, DI tends to provide less room for student exploration and creativity, as the learning process is more directed

by the teacher, while Discovery Learning provides greater opportunities for students to independently explore the meaning of the material through a more active and exploratory learning process. In today's education, combining DI with methods such as Discovery Learning is often recommended to provide students with a strong foundation while also improving their ability to think deeply.

Conclusion

Based on previous research, Direct Instruction (DI) is an organized and orderly teaching method, in which the teacher is the center of attention, providing material, demonstrating examples, assisting students with practice, and providing assessments or feedback. This clear structure helps students grasp basic concepts and procedural skills gradually and continuously. The advantages of this model are its ability to enhance student understanding, make the learning process more organized, improve time efficiency, and assist teachers in monitoring student learning progress. Consistent, guided and individual practice, coupled with rapid feedback, leads to improved understanding of the material.

Despite its many advantages, the Direct Instruction method also has several disadvantages, such as a lack of room for student creativity, a tendency for passive student participation, a high dependence on teacher skills, and the risk of boredom if this method is used repeatedly. Therefore, combining other learning methods such as Discovery Learning can create a balance between a good basic understanding and improving critical and creative thinking skills. Therefore, DI remains suitable for use in today's education, especially for materials that require clear steps and continuous practice. It can also be applied in conjunction with other methods to make the learning process more diverse, effective, and able to meet students' learning needs comprehensively.

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