

THE EFFECT OF THE USE OF GALLERY WALK LEARNING METHODS ON STUDENT LEARNING OUTCOMES IN SMP NEGERI 1 ENDE

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Abstract

This study aims to determine the effect of the use of the gallery walk method of learning outcomes of VII grade students of SMP Negeri 1 Ende in the 2019/2020 Academic Year. This type of research is a survey research with ex-post facto research design. The population in this study were students of class VII A, B, C of SMP Negeri 1 Ende, with a sample of 51 students who were obtained using simple random sampling technique. Data obtained through interviews and documentation, in the form of student learning outcomes data. Data analysis was used by t-test. The results showed that learning activities using the gallery learning method goes students learning outcomes, which obtained the value of $t = 14.531$, with $= 12.510$. the value of sig. (2-tailed) $0,000 < 0,05$ with $\alpha = 0,05$.

Keywords: Gallery Walk, Learning Outcomes

1. INTRODUCTION

The development of science and technology makes it easier for all people in the world to obtain information. Based on this progress, human resources with global insight, high intellectual and life skills are urgently needed. To get this, it really depends on the role of educators who can influence human thinking. In this case, education has the biggest responsibility in improving quality human resources. Education is a strategy that is useful for broadening the horizons of knowledge to obtain values, attitudes and behavior.

Based on the provisions of the 2013 curriculum, it aims to make students smarter in observing, asking, reasoning, and communicating what is obtained. The determination of the 2013 curriculum emphasizes natural, social, and cultural phenomena. Students must have potential attitudes, skills and knowledge. So that it will be more creative, innovative, and productive. Influence the role of educators in cultivating student potential.

Based on this, SMP Negeri 1 Ende in their teacher learning activities applies the gallery walk learning method. The gallery walk method is a way to assess and remember what students have learned. This method is very useful for building co-

operative learning to support and correct each other in learning (Dengo, 2018). Gallery walk is a learning method that can arouse students' emotional search for new knowledge so that it can affect memory because of something they find themselves and see directly. Through this method students are also directed to be able to communicate the ideas they find so that other students can understand the material (Nanda Septiyati, 2019). Gallery walk is a learning method that can include one method that facilitates all 3 types of learning styles. Students can learn from each other from other students and from their own knowledge. This technique communicates various types of student intelligence such as kinesthetic learning because it involves moving and walking activities, interpersonal learners, because they interact in small groups, are also included in verbal learners for discussing and answering questions. Conditioning visual learning through the presentation of material through pictures and audio through presentations of other groups. (Tan, 2017). Gallery walk motivates students to study groups that discuss specific cases. This method can be used in discussing different topics (Sani, 2013). The gallery walk method is a way to assess and remember what has been learned, here is the procedure for learning the gallery walk method (Silberman, 2009). Based on the

opinions of the experts above, it can be concluded that the gallery walk learning method is a method that is prepared for a learning activity in the form of an exhibition of student work on a subject that can be accounted for. The use of appropriate learning methods can affect learning outcomes. Learning outcomes are basically the achievement of competencies that meet aspects of knowledge, skills, and attitudes as well as values that are manifested in habits of acting and thinking (Ilyas, 2020). Learning outcomes are the result of a learning process, which means that optimal student learning outcomes depend on the process of teaching and learning activities. (Sudjana, 2009). Gagne, (Ratna, 2006) defines learning outcomes as a lesson consisting of intellectual skills, cognitive strategies, attitudes, verbal information and motor skills. Learning outcomes are the result of a process of learning and teaching action. To determine the success of a learning activity, educators can use a performance assessment. In obtaining the success of the student learning process, teachers can use various forms of techniques, such as observing student activeness in learning, both individually and in groups, conducting interviews about difficulties faced by students, conducting practical tests, giving formative tests, and so on (Arifin, 2009). So, the implementation of this research aims to determine the effect of using the gallery walk method on student learning outcomes.

The results of this study are supported by previous research conducted by (Brutu, 2019). The results of this study indicate that There is any significant effect of gallery walk on the students writing announcement at the thant grade of SMK Negeri 1 Lumu. It can be seen from the calculation of t_{test} is hinger than t_{table} ($t_{test} 13,75 > t_{table} 2,04$).

The results of this study are also the same as the results; research that has been conducted by (Dengo, 2018) The results of this study also show that there is a significant effect of the application of the galleri walk method in improving student learning outcomes in IPA learning at MTs Negeri 2 Gorontalo Regency.

(Retno Rakhmayanti, 2018) conducted a research entitled "the application of the gallery walk method to student creativity in environmental pollution material in class X SMA Negeri Gegesik". The aim is to find out whether this method affects student creativity. Through the Wilcoxon test the value is $R = 820 > Z 7.7$, that is, there is an effect of the application of the gallery walk method on students' creativity in environmental pollution material.

2. RESEARCH METHOD

This research is a type of survey research using quantitative descriptive analysis to determine whether there is an effect of using the gallery walk learning method on student learning outcomes. This study consisted of 2 (two) variables, namely the independent variable and the dependent variable. The independent variable (independent variable) is the gallery walk learning method. The dependent variable (dependent variable) is student learning outcomes. Ex-Post Facto Research Causal research is carried out on activities that have taken place (Sappaile, 2009) The research design can be described as follows:

Desain Penelitian Ex-Post Facto



Figure 1. Research Design

The place and time of this research were conducted at SMP Negeri 1 Ende. The research was carried out from February to July 2020. The population in this study were students of class VII consisting of 3 classes with a sample of 51 people who were taken using simple random sampling technique. The sampling is also based on a formula. (Sugiyono, 2007).

$$s = \frac{\lambda^2 . N . P . Q}{d^2 (N-1) + \lambda^2 . P . Q} \quad (3.1)$$

So, 49.23 is rounded up to 50 but the sampling must be the same amount from each study group, so from 3 classes take 17 students.

Techniques and data collection instruments used interviews and documentation. The interview technique was used to obtain complementary data, while the documentation technique was to obtain student data, student grades, lesson plans, and syllabus.

3. RESULT AND DISCUSSION

SMP Negeri 1 Ende which is located on Jalan Kelimutu, Onekore Village, Ende Tegah District, Ende Regency, East Nusa Tenggara Province. In this study, the population was class VII SMP Negeri 1 Ende in the 2019/2020 academic year consisting of 5 classes, but only 3 classes were taken as the population consisting of 96 students. While the sample taken was 51 students, the sampling was carried out using a specific probability sampling technique, namely simple random sampling, which is a sampling technique that provides equal opportunities for each study group to be sampled in this study.

a. Student Learning Outcomes Data

Descriptive statistics					
	N	Minimum	Maximum	Mean (\bar{X})	Std. Deviation
Learning outcomes	51	68	94	80,51	6,156

Table 1. Student Learning Outcomes

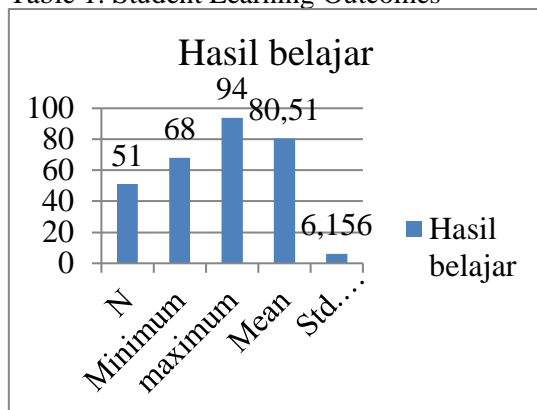


Fig. 2 Learning Outcomes Diagram

Based on the table above, the value of student learning outcomes obtained from 51 people, namely: the minimum score

obtained is 68 and the maximum value is 94. The value obtained is categorized as good because the scores achieved by students can meet the minimum completeness standards. For the mean value is 80.51, the standard deviation is 6.156. The following is a table of student grade ranges. Can be seen in the table and diagram below:

b. Result of Inferential Analysis

1. Normality Test of Student Learning Outcomes

The normality test in this study used SPSS software. The results of the normality test of student learning outcomes can be seen in the following table:

Table 2. Normality Test of Learning Outcomes

	Kolmogorov-smirnov			Sampior-wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	0,082	51	0,200	0,984	51	0,706

Based on the normality test table above, it can be seen that the research data came from a normally distributed population. With the condition that if the probability value \geq significant level then H_0 is accepted and H_1 is rejected. So, the conclusion is that the data is normally distributed with a P value = $0.2 \geq 0.05$.

2. Hypothesis Test of Learning Outcomes

Hypothesis test of learning outcomes can be seen in the following table:

Table 3. Hypothesis Test of Learning Outcomes

One-sampel statistics				
	N	Mean	Std. Deviation	Std. error mean
Score	51	80.51	6.156	0.862

Based on the results of the calculations in the table above, of the 51 students, the mean value is 80.51, the

standard deviation is 6.156 and the mean standard error is 0.862.

Table 4. Hypothesis Test of Learning Outcomes

One-sample test						
	Test value = KKM					
	T	d f	Sig. (2- taile d)	Mean differe nce	95% confidence interval of the difference	
					Low er	Upp er
Score	14.5 13	5 0	0.00 0	12.510	10.7 8	14.2 4

Based on the table above, the value of $t = 14.513$ is obtained. The average value obtained by $\bar{X} = 12.510$. From the table above also shows the sig value. (2-tailed) $0.000 < 0.05$. So, H_0 is rejected and H_1 is accepted. So, it can be concluded that there is an effect of using the gallery walk learning method on the learning outcomes of students at SMP Negeri 1 Ende in the 2019/2020 school year. The hypothesis previously proposed is acceptable. Hypothesis testing of learning outcomes uses a one-sample test.

In accordance with the results of data analysis on student learning outcomes, the value obtained by students is categorized as good because it has reached the minimum completeness standard which obtained a value of $t = 14.513$ and $\bar{X} = 12.510$. Based on the analysis of hypothesis testing using a one-sample test, the sig value is obtained. (2-tailed) $0.000 < 0.05$. This is able to reveal that there is an effect of using the gallery walk learning method on student learning outcomes. So, it can be stated that H_1 is accepted and H_0 is rejected.

The gallery walk learning method is a method to stimulate students to recall learning material that has been learned by discussing with friends, where the results of the discussion are made in the form of a chart in a gallery with the aim of being exhibited to other groups of friends. According to the results of interviews with science subject teachers at SMP Negeri 1 Ende that the use of the gallery walk method is considered capable of influencing student learning outcomes.

Learning outcomes are the result of an act of learning and teaching. To obtain learning outcomes after learning activities will be held tests. Learning outcomes obtained through test activities or exams, tests or exams which can be done by giving questions orally or in writing, given in groups or individually. The learning methods used in teaching and learning activities greatly influence student learning outcomes. Learning methods and learning outcomes are an inseparable system. So it can be said that the use of good learning methods will get good learning outcomes too.

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4. CONCLUSION

Based on the results of data analysis and discussion of research results, it can be concluded that the gallery walk learning method can affect student learning outcomes on ecosystem material for seventh grade students of SMP Negeri 1 Ende in the

2019/2020 academic year that has reached the minimum completeness standard value of 68. Based on the results of the interview that the learning outcomes obtained with an average value (\bar{X} = 80.51), the t value is 14.513 with a significant level (α) = 0.05.

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