

# Improving Student Civics Learning Identifying Homes of Indonesia Adults with Galery Walk Buildings in Eight Grade Students SMP Negeri 4 Garoga in North Tapanuli

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## Abstract

*The use of appropriate learning models is necessary to minimize the obstacles to achieving the civics learning objectives, which include instilling pride in the Indonesian nation. Classroom Action Research (CAR) with two cycles is used in this study. Each cycle consists of stages: Planning, Implementation, Observation, and Reflection. The standard value of classical completeness is at least 75% of the total number of research subjects and the minimum grade average is 75. The subjects of this study is Student Eight grade SMP Negeri 4 Garoga. Data collection techniques used are observation, and tests. The data collection instrument used was an assessment tool for student learning activities, and an observation guide for student participation in the Gallery Walk learning model. The application of the Gallery Walk learning model can improve learning outcomes for Civics subjects, especially the basic competence of Knowing Traditional Houses in Indonesia for eighth grade students of SMP Negeri 4 Garoga. This can be seen in the initial conditions, students who achieved complete learning were 53% (13 children), and students who had not completed as many as 47% (11 children). At the end of the first cycle, students who achieved complete learning were 71% (17 children), and 29% students who had not completed (7 children), while at the end of the second cycle as many as 94% (23 children) achieved complete learning and 6% (1 child) has not yet achieved complete learning. With the class average in the initial conditions 72.35, the class average value in the first cycle 77.94 and the class average in the second cycle 84.12. The results of non-test observations of the learning process showed that students were more active during the learning process. Overall, students' learning mastery increased by 41% and the average grade of the class increased by 11.77 when compared to the initial conditions.*

**Keywords—** Gallery Walk, Civics, Traditional House

## I. INTRODUCTION

Civic Education is a subject that focuses on shaping the character of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and characterised Indonesian citizens mandated by Pancasila and the 1945 Constitution. One of the Civic Education materials that is directly related to the formation of national character, namely being proud of being an Indonesian, is getting to know traditional houses in Indonesia. By getting to know traditional houses in Indonesia, it is hoped that students will become familiar with and know that their country has a very diverse cultural wealth so that a sense of pride as an Indonesian nation will arise. Departing from the background of the problem, the

researcher will examine this problem so that the Civics learning process on the material of Identifying traditional houses in Indonesia in Eight grade students SMP 4 Garoga North Tapanuli Regency has improved learning outcomes. Because of the importance of the problem of learning outcomes in Civics material on the material of getting to know traditional houses in Indonesia, it is necessary to analyse the improvement of student learning outcomes in the material of getting to know traditional houses in Indonesia with gallery walk buildings in Eight grade Students of SMP Negeri 4 Garoga North Tapanuli Regency. Based on the background of the problem above, we can formulate problems which include:

- a. How is the application of the GalleryWalk learning model in improving students' Civics learning outcomes on the material of getting to know traditional houses in Indonesia of Eight grade Students SMP Negeri 4 Garoga, North Tapanuli Regency.
- b. Is there an increase in students' Civics learning outcomes on the material of Identifying traditional houses in Indonesia in SMP Negeri 4 Garoga North Tapanuli Regency?

The objectives to be achieved in this study are as follows to apply the Gallery Walk learning model in the material of getting to know traditional houses in Indonesia in Eighth grade Students of SMP Negeri 4 Garoga North Tapanuli Regency and to find out the learning outcomes of students' Civics in the material of getting to know traditional houses in Indonesia in Eight grade students of SMP Negeri 4 Garoga North Tapanuli Regency.

## II. REVIEW OF LITERATURE

### Definition of Gallery Walk

Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artefacts related to the class activities (EdelMalizia, 2015, p. 1). It can be anything from open-ended questions about the content being taught to photographs related to the content, or even to demonstrations or finished projects. Gallery walk is used as a presentation technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individuals who created the work (Francek, 2006, p. 27). In short, the gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts. Gallery walk uses a discussion technique that gets students out of their chairs and into active engagement (Francek, 2006, p. 27). The advantage is its flexibility. A Gallery Walk holds a variety of benefits for students and teachers alike. It is a powerful opening, closing, or review activity. In this activity, participants write on various pieces of chart paper that they have taped to the training room walls. Through a gallery walk, the students are able to learn from one another and their own previous knowledge. The techniques used in Gallery Walk Strategy serve many different types of students' intelligence and many different ways in which students learn. It serves the kinesthetic learner because it involves walking around and another movement, it serves the interpersonal learner,

because it includes small group interaction, and it serves the verbal/linguistic learner because it includes discussion and written answers. The Gallery walk learning model is part of the learning strategies that exist in the PAIKEM-based learning model (Active, Innovative, Creative, Effective, and Fun Learning). Gallery walk learning model (walking exhibition) or also called learning gallery is a way to assess and remember what students have learned.<sup>4</sup> This model is a learning model whose activities are followed by several groups to complete tasks together and then exhibit while walking to other groups. According to Shelley Gray, a gallery walk is defined as follows: A gallery walk is a classroom activity in which students rotate through a variety of 'stations' within the classroom. Each station may consist of a question or very short activity to complete, before rotating to the next one. (A gallery walk is a classroom activity in which students rotate through various 'stations' within the classroom. Each station may consist of a question or very short activity to complete, before rotating to the next one) The Gallery walk learning model is also a learning method that gives full opportunity to students to develop their creativity. With the aim that students can participate in class learning and become active students both in attendance, expressing their opinions, discovering new things, not just passive students. This learning is also considered fun because students are directly involved in the subject matter being taught so that they can add experiences that can develop their skills. Purpose of Gallery Walk The purpose of applying the Gallery Walk method is to build group cooperation (cooperative learning) and mutual appreciation and correction in learning. According to Elita, the benefits of using Gallery Walk are: Utilising a Gallery Walk technique helps students use higher order thinking skills such as evaluating, analysing and synthesising in a collaborative environment. Gallery Walk is useful in helping students use higher order thinking skills such as evaluating, analysing and synthesising in a collaborative environment.

### Gallery Walk Learning Objectives

Classroom management by teachers must be done in order to achieve learning objectives. learning. According to Ismail (2014), as for the steps of the application of the model Gallery Walk model are as follows:

1. Draw students into the topic to be studied.
2. Provide opportunities for learners to show their knowledge and beliefs about the topic to be discussed or show their knowledge and beliefs about the topic to be discussed or the understanding they have already gained. they have already acquired.
3. Enable learners to develop knowledge and skills (such as thinking, researching, communicating and co-

operating) in gathering new information. gathering new information.

4. Based on the definition above, it can be concluded that Gallery Walk learning is a method of learning were students

Walk or exhibition walk is a learning method by which students make a list of students make a list in the form of pictures or schemes according to what is found or obtained during discussions in each group and responded. The distribution of work results is carried out when students have done their work. task."

### The advantages of Gallery Walk

Students are accustomed to building a culture of cooperation in solving problems in learning.

1. There is a synergy of mutual understanding of learning objectives.
2. Getting students used to respecting and appreciating their friends' learning outcomes.
3. Activate students physically and mentally during the learning process.
4. Getting students used to giving and receiving criticism.
5. Students do not rely too much on the teacher, but can help increase confidence in their own thinking ability, find information from various sources, and learn from other students.

The disadvantage of Gallery Walk is that if there are too many group members, some students will depend on the work of their friends Teachers need to be extra careful in monitoring and assessing individual and collective activeness More complicated classroom settings. In an effort to develop group awareness requires a fairly long period of time If without effective peer teaching from the teacher, it can happen that what should be learned and understood is never achieved by students. From the explanation of the advantages and disadvantages of the Gallery Walk learning model above. According to the researcher, the weaknesses of Gallery Walk can be overcome with optimal learning preparation by the teacher so that learning with Gallery Walk will run successfully without obstacles.

### Definition of Learning Outcomes

Moedjiono and Dimyanti argue that, 'learning outcomes are the result of the interaction of student learning actions and teaching actions carried out by the teacher, teaching actions end with the evaluation process, while learning actions are the culmination of the learning process with increased ability'. Furthermore, learning outcomes according to Agung are 'the results obtained by students after experiencing the interaction of the learning process'. In line

with Agung's statement, Sudjana defines learning outcomes as an action or process to determine the value of a person's learning success after he has experienced the learning process for a certain period. This statement emphasises that learning outcomes are the result of the learning process. According to the Big Indonesian Dictionary, learning outcomes are the mastery of knowledge or skills developed by subjects, usually addressed by test scores or numbers that have been given by the teacher. Thus, it can be concluded that learning outcomes are an increase in students' abilities obtained through the delivery of information and messages.

### Characteristics of Learning Outcomes

Dimiyati and Moedjiono stated, 'there are three characteristics of learning outcomes, namely: (1) learning outcomes have certainty in the form of knowledge, habits, skills, attitudes or ideals, (2) there are mental changes and physical changes, (3) have a teaching impact and an accompanying impact '. Tabrani Rusyan states 'learning is a process characterised by changes in a person as a result of observation and practice. Changes as a result of learning can be caused in various forms such as changes in knowledge, understanding, attitudes, behaviour and skills and abilities '.

### Material on Knowing Traditional Houses

Every province in Indonesia has its own traditional house. These traditional houses have different shapes according to the customs of each region. Traditional houses are a form of Indonesian culture and must be preserved. Below are the names of traditional houses and their pictures.

1. Aceh Traditional House



Fig.2.1. Aceh House

2. North Sumatra Batak Traditional House



Fig.2.2. Batak Tradisional House

## 3. Traditional House of West Sumatra



Fig.2.3. Gadang House

## 4. Riau Islands Traditional House



Fig.2.4. Selaso Malay House Falls in Twins

## 5. Traditional House of Jambi Province



Fig.2.5. Jambi Province House

### III. RESEARCH METHOD

To improve students' class participation by using Gallery Walk Strategy, the researcher decided to use classroom action research since it was employed to see the students' progress from each cycle. In classroom action research, a teacher became an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it to improve the teaching and learning process in order to improve the teaching and learning process (Burns A. , 2010, p. 2). The classroom action research was done through cycles, each of which has four stages. They are planning, acting, observing, reflecting (Burns A. , 2010, p. 4). The research used by researchers is classroom action research. Classroom action research is how a group of teachers can organise the conditions of their learning practices, and learn from their own experiences. They can try out an improvement idea in their learning practice, and see the real effect of the effort. Classroom action research is a form of policy that is reflective by the perpetrators of the action, which

is carried out to improve the rational ability of their actions in carrying out their duties, deepening understanding of the actions taken and improving the conditions in which the learning practices are carried out and carried out collaboratively. This research focuses on the study of improving student learning outcomes on the material of identifying traditional houses in Indonesia of eight grade students SMP Negeri 4 Garoga, North Tapanuli Regency. Application of the Gallery Walk learning model. The research site was in eight grade students SMP Negeri 4 Garoga, North Tapanuli Regency. The activities carried out at this stage are carrying out the process of applying conventional methods to Civics learning material about Identifying traditional houses in Indonesia.

### IV. DISCUSSION OF RESEARCH RESULTS

#### Pre-Cycle Research Results

The results of the pre-cycle Classroom Action Research carried out based on the table above can be concluded a number of facts as follows:

1. The number of students who completed learning was 10 students with a percentage of completeness reaching 41.6%.
2. The number of students who have not completed learning is 14 students with a percentage reaching 58.4% who have not completed.
3. The highest score achieved by students was 90 with the lowest score of 50 with an average class score of 72.35.

The learning process was observed by the collaborator on the implementation of the action using the observation sheet that had been prepared to find out the condition of the class, especially the activeness of student learning in learning. The results of observations in this study then sought solutions to the problems that existed at the time of learning. After observing during the learning process in the classroom using the observation sheet in the pre-cycle are as follows

1. There are some students who listen to the teacher's explanation.
2. There are students who talk to their friends.
3. There are students who play alone.
4. The lecture method seems boring.
5. The teacher makes too much noise and seems monotonous in delivering learning material.

Based on the table above, the percentage of student activeness is 35% while the average value produced by students from each aspect of observation is 1 with a

category of less. These results indicate that student learning activities in learning material Knowing Adats' Houses classically are not yet active. Therefore, several cycles of action are still needed. Researchers and collaborators reflected on the learning activities that had been carried out by making conclusions about the implementation of the pre-cycle, namely:

1. Assessing the results of actions using the format (student observation sheet) that many students still do not listen to the teacher's explanation so that learning is not effective.
2. Conduct a meeting with collaborators to discuss the evaluation of the learning methods that have been applied. Then give advice so that in cycle I by applying the Gallery Walk learning model students are conditioned first so that learning completeness is achieved.

### Cycle I Research Results

This cycle I research was carried out with the following stages:

#### a. Planning

1. Planning learning scenarios by making lesson plans (Learning Implementation Plan)
2. Compile Student Observation Sheet
3. Compile Test Questions

#### b. Implementation of Action

The implementation of action in cycle I was carried out by the teacher implementing the GalleryWalk learning model, in accordance with the predetermined scenario by first giving students an understanding of the learning model that would be applied in learning material about traditional houses in Indonesia.

## V. CONCLUSION

The application of the Gallery Walk learning model on the material of knowing traditional houses in Indonesia of eight grade students SMP Negeri 4 Garoga is by grouping students then through these groups they make portfolios of traditional houses in Indonesia by cutting and pasting pictures, after which the portfolios of traditional houses in Indonesia are pasted, then in groups students visit each other's galleries of other groups. The group whose gallery was visited presented while the visiting group asked questions and took notes so that the learning atmosphere of eight grade students SMP Negeri 4 Garoga became dynamic and fun with the application of this learning model. The application of the Gallery Walk learning model can improve the learning outcomes of Civic Education subjects, especially on the material of knowing traditional houses in Indonesia of eight grade students SMP Negeri 4 Garoga.

This is evident at the end of cycle I, students who reached learning completeness were 71% (12 children), and students who had not completed as many as 29% (5 children). At the end of cycle II, 96% or 16 students had completed their learning. The average class score of cycle I was 77.94 and the average class score of cycle II was 84.12. The results of non-test observations of the learning process show changes in students being more active during the learning process. Overall student learning completeness achieved an increase of 65% when compared to initial conditions.

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