

**IMPLEMENTATION OF COOPERATIVE LEARNING METHOD GALLERY
WALK IN IMPROVING STUDENTS' SCIENCE LEARNING OUTCOMES IN
MUHAMMADIYAH KAMPUNG BHARU MALAYSIA GUIDELINES**

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ABSTRACT

The purpose of this study was to determine the Implementation of the Gallery Walk Cooperative Learning Method in Improving Student Science Learning Outcomes at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia. This research is a qualitative research. This research was carried out by the Muhammadiyah Guidance Center in Kampung Bharu Malaysia. The types and sources of data are in the form of Primary data and Secondary data. Primary data obtained directly through interviews. Secondary data is research supporting data such as documents, activity results reports, through words and actions from research informants and research subjects related to the Implementation of the Gallery Walk Cooperative Learning Method in Improving Student Science Learning Outcomes. Data collection techniques in this study are through observation, interviews, and documentation. The results of this study indicate that there are several things that are done by science teachers in implementing the Gallery Walk Cooperative Learning Method in Improving Student Science Learning Outcomes at the Muhammadiyah Guidance Studio Kampung Bharu Malaysia, namely implementing planning before carrying out science learning using the Gallery Walk method for students in the Studio Guidance of Muhammadiyah Kampung Bharu Malaysia. Furthermore, the implementation of the Gallery Walk method is going well, this is evidenced by the smooth science learning activities carried out in class. And the evaluation of the application of the Gallery Walk method in learning science has gone smoothly because it is in accordance with the planning and implementation.

Keyword: *Gallery Walk Cooperative Learning, Learning Outcomes.*



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INTRODUCTION

Education is a very important part for humans to actualize their potential in order to carry out their functions as caliphs on earth, therefore elementary schools are places where students can undergo basic education in order to develop their potential so as to form knowledge and skills. new ones (Mu'in, 2016). Educators as one of the components that determine the success of students in teaching and learning activities must have the ability to teach professionally and be skilled in using models, methods and learning media that are innovative, varied and interesting (Wuryandani & Fathurrohman, 2016) . Not only that, educators are also required to be able to take concrete actions in class in providing information emphatically, politely and effectively (Pusposari, 2017).

Educators not only transfer the knowledge needed by students but are also more oriented towards learning process efforts and transforming ethical values according to Islamic religious teachings (Asari, 2018). An educator is required to be creative to be able to create innovative, varied, interesting, and contextual methods, and according to the level of needs of students in the class (Syamsi, 2018). The success or failure of the process of teaching and learning activities, whether or not learning objectives are achieved depends on the pedagogic competencies that must be possessed by all educators. Therefore, an educator plays a very important role in helping the learning development of students to achieve optimal learning goals (Ngatiman & Ibrahim, 2018).

Educators are also the main factor and key determinant of successful learning and also the successful implementation of policies, innovative efforts in education (Firmansyah & Iman, 2019). In learning, an educator and students are two subjects who interact and determine the quality of learning. Law No. 20 of 2003 concerning the national education system and its functioning in developing capabilities and forming dignified national character and civilization in order to educate the nation's life and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and being a democratic and responsible citizen, it is the duty of the government to improve the quality of education towards a better direction (Raharja, 2018).

Learning is a learning process carried out by each individual to learn a skill in the process of his life, but good learning must be done as well as possible with more mature planning, as an educator certainly has skills that can be carried out, one of which is by choosing a model, strategy, appropriate learning methods or media to be applied to students. The learning method is a way that has been prepared and used by educators in implementing the plans they make so that learning objectives can be achieved. Educators play a role in determining the right method to use when learning activities will affect the sustainability of a teaching and learning process (Rohani, 2021). Conventional learning methods make students' learning interest less than optimal because they feel bored with learning. The inaccuracy of the method certainly cannot support learning. Therefore, it is necessary to use various learning methods or ways of teaching which can later attract the enthusiasm of students and create a pleasant learning atmosphere (Adisusilo, 2012).

For Elementary School Education, educators must be more creative in determining the models, methods, and media used to make learning fun. The accuracy of an educator in choosing and using effective learning methods will produce the desired learning objectives,

and the inaccuracy of educators in selecting and using effective learning methods can lead to failure in achieving learning objectives that are in accordance with what is desired (Yudasmaras and Desi Purnami, 2015). Every teacher must have the ability to make learning more interesting by developing their creativity so that students can receive good learning and obtain optimal learning outcomes, especially in science subjects which are one of the subjects taught at all levels of education starting from the Madrasah Ibtidaiyah level up to a higher level of education. One interesting learning method is cooperative learning, in which students study together as a team in completing group assignments to achieve common goals. Cooperative has many methods, one of which is the *gallery walk method*. The use of methods in learning alone is not enough, innovation is needed to stimulate learning, namely by using learning media.

Initial observations were made at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia, it turned out that the teachers had implemented learning methods that involved students' activeness. The students were very cheerful and enthusiastic when learning in class, they were very enthusiastic about answering and asking the teacher not a single student was moody or sleeping during the teaching and learning process in class. This is in accordance with the purpose of applying the gallery walk method, which is to attract students to the topic to be studied. Provide opportunities for students to show their knowledge and beliefs about the topics to be discussed and invite students to discover things that are deeper than the knowledge they have, especially in science subjects. It can be seen that the children's development has increased, seen by the children's ability to answer the questions given by the teacher. They get scores above the average. Not only that, with the walk gallery learning method, students are more creative when working on questions and also homework. Apart from being able to do the questions, they are also creative by making attractive pictures and colors that match the questions given. They don't focus only on the question, they also decorate the answer sheet for the question.

Based on the results of interviews conducted with science study teachers, it shows that science learning in the classroom by students is included in the optimal learning achievement category. appointed to ask questions or be given questions willing to ask and answer questions given, students enjoy learning and discussing with the teacher. This condition is due to the good interaction between the teacher and students in the class, learning is not dominated by teacher activities as the main source of knowledge which is guided by textbooks only, but is active due to the teacher's creativity and skills in choosing and using learning methods.

Based on the description of the background above, the authors are interested in further researching how the Implementation of the Gallery Walk Cooperative Learning Method in Improving Student Learning Outcomes and the authors take the title of this research is the Implementation of the Gallery Walk Cooperative Learning Method in Improving Student Science Learning Outcomes in the Muhammadiyah Guidance Studio Kampung Bharu Malaysia.

RESEARCH METHODS

This research is a qualitative research. Qualitative research is a procedure that will produce descriptive data in the form of written or spoken words from people and observable behavior. This research is directed at the background and the individual as a whole. This research is used to describe everything related to the process of implementing the Gallery Walk Cooperative Learning Method in Improving Student Science Learning Outcomes (Wahab,, 2013). This research was conducted at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia

Determination of informants in this study using a purposive sampling technique, namely how to determine informants who have been determined deliberately according to predetermined criteria. Researchers will record, record, and observe the behavior of these informants. The informants in this study were teaching staff at the Muhammadiyah Kampung Bharu Malaysia Guidance Studio . The types and sources of data are in the form of Primary data and Secondary data (Moleong 2018) . Primary data was obtained directly through interviews from research informants, namely school principals, education staff and students of the Muhammadiyah Kampung Bharu Malaysia Learning Studio. Secondary data is research supporting data such as documents, activity results reports, through the words and actions of research informants and the subjects studied which are related to Gallery Walk Cooperative Learning in Improving Student Science Learning Outcomes . Data collection techniques in this study are through observation, interviews, and documentation (Luthfiah 2020) .

The interview technique in this study used a structured interview technique, in which the researcher determined the problems and questions to be asked, in other words, the researcher already knew that the information would be obtained and had written down the questions in the interview guide. Documentation studies are carried out by studying documents related to research problems including relevant books (Gunawan 2013) . Documentation is extracting information by utilizing, notes, archives, pictures, videos,

photos and other documents, in the documentation the researcher must be able to understand the meaning implied in the document carefully and thoroughly. Furthermore, the data that has been collected will be tested for validity using the source triangulation technique in order to check and compare the degree of trustworthiness of the information obtained from informants who have been interviewed and those observed by researchers in the field. Then, the researcher carried out data reduction in the selection process, centralization and simplification of raw data that emerged from field notes. Furthermore, the researcher presents the data using narrative text that can be understood by the reader. Finally, the researcher verifies and draws conclusions from the results of the study (Fadli 2021) .

RESULTS AND DISCUSSION

The researcher made observations at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia, while the observations made during the study were direct observations, namely observations by asking the science teacher when the lesson was over. Observations were made at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia. Observations were made to the science teacher, he said that the *Gallery Walk method* was one of the appropriate methods to be used in classroom learning so that students could foster a sense of togetherness and creativity. There are several things done by science teachers in implementing the Gallery Walk Cooperative Learning Method in Improving Student Science Learning Outcomes at the Muhammadiyah Guidance Studio Kampung Bharu Malaysia, which include the following:

1. Planning

Planning carried out by science subject teachers using the Gallery Walk method at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia is to make plans in science material then the next planning step is to determine the method the teacher wants to use, namely by using the Gallery Walk method, after that the next planning namely informing the media and materials that need to be prepared as well as telling the steps to be carried out for the next meeting at the science subject meeting the teacher explains the group assignments for the next meeting. Students are divided into several groups and each group is given the task of preparing the tools and materials ordered.

From the analysis that the authors found from observations made that science teachers apply planning before carrying out science learning using the Gallery Walk method for students at the Muhammadiyah Guidance Studio Kampung Bharu Malaysia. The

following is the result of an analysis of the Gallery Walk method planning in science learning at the Muhammadiyah Guidance Studio Kampung Bharu Malaysia :

a) Make lesson plans

Science subject teachers make plans in science learning by starting to make lesson plans, this is done because they want to make it easier to plan what will be done in the future and to make it easy to share material in each lesson that will be carried out. At the time of observation the teacher made a plan in science material regarding the concept of protecting the environment

b) Determine the learning method then the next planning step is to determine the method the teacher wants to use, namely by using the Gallery Walk method.

c) Determine media and materials

After determining the method in learning, the next thing the teacher does is inform the media and materials that need to be prepared and tell the steps to be carried out for the next meeting at the science subject meeting, the teacher explains the group assignments for the next meeting. Students are divided into several groups and each group is given the task of preparing the tools and materials ordered.

2. Implementation

The implementation of the Gallery Walk method in the Muhammadiyah Guidance Center in Kampung Bharu Malaysia according to observations is that of the teacher after ordering each group to prepare HVS or Plano paper, markers and decorations. Then each group distributed materials. One group gets one piece of material. After each group has received material, the group must write a summary of the material onto HVS or plano paper by providing the best possible decoration, they do the group's assignments not at school but at home, this is done because if they do assignments like that at school they can there won't be enough time. After they finished working on the group assignment, then the results of the assignment were brought to school when science lessons were carried out. The next thing to do is to explain the results of the summary that has been done to other groups. After finishing explaining, other groups may ask or refute opinions regarding the explanation from the group that has presented.

Analysis of the application of the Gallery Walk method at the Muhammadiyah Guidance Center Kampung Bharu Malaysia, the author provides an analysis carried out by the teacher on the application of the Gallery Walk method carried out in science learning, including:

a) Split Groups

The teacher divides into groups to work on science subject assignments, each group consists of 5 people. There are a total of 6 groups in class that will be given assignments with different materials. In determining the group he divides based on calculations 1 to 5, then arranges the seats based on the order of the group so that in the learning process there is no need to use a projector or other media.

b) Provide materials and assignments to students

For the provision of material and assignments, he gives each task and different material, this is done so that students and students become critical and active and courageous in expressing their opinions and thoughts about the material during learning at school and can hone their social skills by how to work with friends in groups. Materials and opinions expressed by students will be easily accepted by other students without confusing students, because the concept of fiqh material and worship in Islam includes several chapters, so it is necessary to use the Gallery Walk method. This learning will be very lively because almost all students take part in learning activities, this is because each group member is required to be able to understand the material that has been given so that when other groups ask questions all members can answer correctly and maximally.

c) Prepare learning materials

The teacher instructs each group to prepare HVS or Plano paper, markers and decorations. Then they are given the task of working on it together with their group. So during the learning process students use textbooks and students' personal experiences as learning materials.

d) Doing group assignment

After all the tools and materials are ready, the group must write a summary of the material onto HVS or plano paper by providing the best decoration possible, they do the group's assignments not at school but at home, this is done because when doing tasks like that at school may not be enough time. After they finished working on the group assignment, then the results of the assignment were brought to school when science lessons were carried out. The next thing to do is to explain the results of the summary that has been done to other groups. After finishing explaining, other groups may ask or refute opinions regarding the explanation from the group that has presented. The last thing to do in the implementation of the Gallery Walk method activity is to try to conclude together the material that has been studied that day. After

doing science lessons using the Gallery Walk method, he also evaluated his learning activities. This can be seen in the Evaluation Analysis of the Gallery Walk method at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia

3. Evaluation

In the evaluation of the Gallery Walk method at the Muhammadiyah Guidance Center Kampung Bharu Malaysia, the teacher provides an evaluation of the learning that is carried out by observing students in terms of preparing the material that has been given, how to work on how to present one by one and assessing the students so that he can find out how the effectiveness of the Gallery Walk method applied to students at the Muhammadiyah Kampung Bharu Malaysia Guidance Center.

Evaluation of the Gallery Walk Method at the Muhammadiyah Guidance Center in Kampung Bharu Malaysia. The use of the Gallery Walk method in science subjects is very appropriate because in science materials there are many learning skills that students can have so that students are more creative and independent in accepting the subject matter. Particularly in the Muhammadiyah Guidance Center in Kampung Bharu Malaysia which has implemented the Gallery Walk method by observing from the start planning, implementing, and the results of the ongoing learning, namely by several things, namely:

- a) Planning a. The teacher prepares learning devices regarding the material to be delivered. b. The teacher opens the lesson interestingly and not monotonously so that it gets the attention of students. c. The teacher prepares and fosters motivation to always study hard.
- b) Application a. Because this is the teacher's first meeting in class so there is no material to be reviewed. However, the teacher provides a stimulus to students on the material to be delivered b. The teacher provides a stimulus in the form of questions related to the material. In addition, the teacher gives examples of students' experiences to be used as material related to the material. c. The teacher conveys the material clearly so that students can do what the teacher assigns properly and correctly. d. Teachers don't just sit at the teacher's desk. However, the teacher goes around to ensure that students are listening to what is being said. Especially during group discussions, the teacher monitors each group in carrying out their assignments.
- c) Evaluate. The teacher provides verbal reinforcement at the end of the lesson. In addition to reinforcement from the teacher, students are also obliged to conclude and provide reinforcement about what they have learned. c. The teacher always gives feedback when students have finished doing something, such as giving applause d.

The teacher closes the lesson by concluding and praying. After all the groups have finished expressing their opinions the teacher will give a very good response to all student activities in terms of preparing the material that has been given, then how to work on how to present one by one from the participants and assess the students so that he can find out how effective the method is. Gallery Walk which is implemented for students at the Muhammadiyah Kampung Bharu Malaysia Guidance Workshop.

CONCLUSION

Based on the results and discussion above, the planning of *the Gallery Walk* method in learning science is going well, this is in accordance with the plan that has been designed by the teacher. The application of the *Gallery Walk* method is going well, this is evidenced by the smooth science learning activities carried out in class. And the evaluation of the application of the *Gallery Walk method* in learning science has gone smoothly because it is in accordance with the planning and implementation .

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