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The Effect of the Gallery Walk Cooperative Learning Model on Learning Outcomes in Economics Lessons

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A B S T R A C T

Cooperative learning is different from other learning. The difference can be seen from the learning process which emphasizes the process of cooperation in groups. The goal to be achieved is not only academic ability in terms of mastery of learning materials but also the element of cooperation to master the material. The existence of this cooperation is what characterizes Cooperative learning. This study aims to analyze student learning outcomes in economic subjects. The sample of this research is class X students of SMA Negeri 1 Madapangga. The instruments to be used in this research are tests, observation sheets, documentation, and questionnaires. Data analysis techniques used in this research are descriptive statistical analysis techniques and inferential statistical analysis techniques that aim to examine the research variables. The results concluded that the application of the gallery walk-type cooperative learning model to student learning outcomes in economic subjects had a significant and positive influence, with the contribution of variable x to variable y amounting to 61.2%.

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INTRODUCTION

Human life is inseparable from education, whether it comes from family, community, or school. Hasbullah (2013:1) says that "in a simple sense education is often interpreted as a human effort to foster his personality following the values in society and culture". Basic education or early education obtained by children is moral education, character, and a religious outlook on life, most of which are in the family, while as a continuation of education in the family, every child has the right to get the opportunity to get education at school as a bridge for children who connect between education and society. school as a bridge for children that connects life in the family with life in society later.

School is one of the formal educational institutions in which there is a teaching and learning process, Uno (2009: 15) says "In the process of learning and teaching activities, students are made student-centered or in other words, learning is centered on students. The learning process that takes place activates students more than educators ". Sanjaya in Lestari (2010:3) argues that "Learning activities that occur in schools will not run without students because it is students who need teaching from an educator".

In the development of the world of education, teachers must be able to carry out the teaching and learning process which requires to use of various strategies or learning models that activate the interaction of students with teachers, students with students, and can interact with their environment. One of the things that plays an important role in the success of education is the learning process. The implementation of good learning is strongly influenced by good planning as well. In essence, learning is an interaction between teachers and students in the teaching and learning process. Teaching and learning activities carried out by teachers greatly influence the learning activities that students will carry out. In learning activities, it can be supported by various learning elements, one of which is the learning model. The successful implementation of the learning strategy is highly dependent on how the teacher uses the learning model itself because a learning strategy can only be implemented using a learning model.

To create a directed teaching and learning process, a fun learning model is needed that can arouse students' interest in learning. One of them is the cooperative learning model. The essence of learning is student learning in groups. Through groups, students will form discussions, work on tasks together, and help and support each other when given problems that must be discussed.

One of the causes is that in the implementation of learning, there are fundamental problems such as students who are less active in learning. One of the reasons is that in the implementation of learning, there are fundamental problems such as students who are less active in learning or the lack of learning outcomes that have been used as a guide to measure the success rate of learning to be unsatisfactory.

The same thing happened at SMAN 1 Madapangga where the learning process that took place certainly did not escape from the incompatibility with the expected learning. Based on information obtained from the Economics

subject teacher in the implementation of Economics learning in class X, most of the students' learning outcomes did not show an increase due to the learning model that seemed monotonous.

Moving on from the explanation above, the researcher argues that the use of ineffective learning models is the main factor that triggers these problems. So the question that then arises is how educators can create a dynamic and varied learning process. How does the learning provide more opportunities for educators to interact with other students, discuss and express opinions so that students are actively involved in learning activities, through the learning process students can understand the material taught so that the learning outcomes achieved by students are as expected.

One of the alternatives to overcome the existing problems is the application of a learning model that prioritizes the activeness of students and provides opportunities for students to develop their potential to the fullest. The intended learning model is cooperative. Cooperative learning is a learning model using a small grouping/team system, which is between four and six people who have different academic backgrounds, gender, race, or ethnicity (heterogeneous).

The cooperative learning model is a group learning model that has recently become a concern and is recommended by educational experts to be used.

Slavin (1995) in Sanjaya (2012: 242) suggests two reasons First, some research results prove that the use of cooperative learning models can improve students' learning achievement as well as improve social relationship skills, foster an attitude of accepting shortcomings of self and others, and can increase self-esteem. Second, cooperative learning models can realize students' needs in learning to think, solve problems, and integrate knowledge with skills.

In the cooperative learning model, there are several types, one of which is the Gallery Walk learning model that can be applied in learning economics. Etymologically, Gallery Walk comes from English, Gallery means exhibition, foyer. An exhibition is an activity to introduce products, works, or ideas to the public. For example, picture exhibitions, writing exhibitions, and book exhibitions. While walking is walking, stepping. Based on this description, a gallery walk (learning gallery) is a form of cooperative learning model that can improve the ability of learners to find new knowledge, and facilitate memory because something that is found is seen directly. Gallery Walk (learning gallery) can also motivate the presence of students in the learning process because if something new is found that is different from one another, it can correct each other between fellow students both groups, and between students themselves.

LITERATURE REVIEW

Definition of Learning

Katz et al. (2011) point out that the words academic achievement, learning outcomes, or learning achievements express the same idea, i.e. students' academic learning outcomes, or the ongoing results of learning. Meanwhile,

learning outcomes are indicators to measure learners' learning effects (Lubega et al., 2014) as well as key items for teaching quality evaluation. Learning outcomes will be influenced by learning mode, curriculum design, and teaching and many researchers discuss the influence of personal characteristics or learning behavior on learning outcomes.

For example, Mostafa & Esmaeel (2012) discussed the influence of learning styles on the learning performance of medical students and its relationship. Kristen (2011) explored the effects of ability, self-efficacy, and personal goals on effectiveness and found that learning outcomes can indeed be influenced by learner traits. Chesser (2011) discussed the effects of training methods, computer self-efficacy, and learning mode on learning outcomes and found higher learning performance from learners who favored abstract concepts. Martin & Herrero (2012) also found a significant difference between learning mode and learning outcomes, but the effect of learning mode on learning outcomes became insignificant after using multimedia-assisted teaching materials. Hsu (2012) suggests two dimensions in learning outcomes namely: (1) Learning effect-including exam results, schedule completion time, and academic achievement. (2) Learning gain contains learning satisfaction, achievement, and preference.

Cooperative Learning Model

Cooperative learning is different from other learning. The difference can be seen from the learning process which emphasizes the process of cooperation in groups. The goal to be achieved is not only academic ability in terms of mastery of learning materials but also the element of cooperation to master the material. It is this cooperation that characterizes Cooperative learning.

Cooperative Learning as part of a learning model has different characteristics from other learning models. The difference can be seen from the learning process which emphasizes the process of cooperation in groups. Sanjaya, (2012: 244-246) expresses four characteristics of cooperative learning, namely "(1) Team Learning, (2) Based on cooperative management, (3) Willingness to Cooperate, (4) Cooperative Skills".

Based on the description above, it can be understood that cooperative learning in its implementation makes students with diverse academic abilities, genders, and social backgrounds form a group that works with each other, exchanges ideas, and guides each other to achieve learning goals.

Gallery Walk Cooperative Learning

Etymologically, Gallery Walk comes from English, Galler meaning exhibition, foyer. An exhibition is an activity to introduce products, works, or ideas to the public. For example, picture exhibitions, writing exhibitions, and book exhibitions while walking, and stepping. In addition, Gallery Walk or Gallery Learning is a learning model that can improve the ability of students to discover new knowledge and can facilitate memory because something that is found is seen directly. This model is good for building cooperation (cooperative learning). Gallery Walk can also motivate the activeness of students in the learning process, because if something new is found that is different from one

another then it can be corrected among fellow students both groups, and the students themselves.

By using Gallery Walk, it is hoped that learning constraints such as subject matter that is difficult for students to absorb are not maximized. This method can save the efficiency of lesson time and learners more easily understand the lesson. Gallery Walk provides an opportunity for students to create a work and see the work of other groups so that they can complement each other's shortcomings. So, the Gallery Walk Learning Model is a learning model that can be applied to all subjects and grade levels and provides an opportunity for each group member to pour ideas, and ideas to improve the work of his group and listen to suggestions and criticism from other group members, with the specific roles of each member of the team or group that has been divided to be responsible for the tasks assigned by the team or group leader.

METHODOLOGY

The research design used in this study is experimental research. Experimental research is a quantitative approach to testing causal relationships. Experimental research is intended to collect information or data about the effects of treatment or treatment. Experimental research is conducted to test a hypothesis based on a strong assumption of a causal relationship between two variables.

RESEARCH RESULT

According to Sudjana (2008), "Learning outcomes are the abilities that students have after receiving their learning experience". The intended learning experience is after the application of the collaborative learning model where in the learning process the teacher asks questions for each student in an investigative manner according to the material and then sees how students can interpret what they know in the form of oral answers. So in the learning process which is called a learning experience students are directly taught and directly assessed regarding the understanding of the material the results of the assessment in the learning process will be accumulated with the test results at the end of the learning.

So the improvement in learning outcomes is not monotonous on only one assessment reference, namely based on the final test but also based on the accumulation of process assessment and final assessment. The following is the accumulation of student assessments from the pretest, process assessment, posttest, and the final student score accumulated from the process and posttest scores: shows the average student score from the Pretest, learning process assessment, and Posttest has changed from an average of 50 after the Pretest to reach an average Post-test score of 85.33 but, the comparison is the Preetest results compared to the accumulated assessment of the learning process assessment and Posttest assessment. Where in this case, the learning process assessment is taken as 40% and the posttest results assessment is taken as 60%. Thus, in the final assessment, there is no gap between the individual abilities of students in the learning process and the individual abilities of students in

working on test questions. The average results of the Prestest show that before giving material to students and applying the Gallery Walk learning model, the percentage of students who have scores above the KKM standard is only a small percentage, after the treatment of the application of the Gallery Walk learning model, most students have exceeded the KKM standard for Economics subjects, namely with an average of 83.093

DISCUSSION

The Gallery Walk cooperative learning model is a learning method where students work together to understand and present certain information. In the context of economic learning, the application of this model can have some influence on student learning outcomes. The following are some discussions on the influence of the Gallery Walk cooperative learning model on learning outcomes in economics: Group Activity: The Gallery Walk model encourages students to actively participate in learning. They jointly organize and present information, which can increase student engagement in economic material. Concept Understanding: In this model, each group is responsible for exploring an economic concept or topic. This can help students understand the concept more deeply as they have to present and explain it to their classmates.

Collaboration and Communication: This cooperative model encourages collaboration between students. Through discussions and presentations, students can exchange opinions and information, improving their understanding collectively... Development of Presentation Skills: Students will be involved in the process of presenting in front of the class. This can help them develop speaking and presentation skills, which are important in real life and the working world.

Improved Information Retention: The presentation and discussion activities involved in the Gallery Walk model can help improve information retention. When students are actively involved in learning, they are more likely to remember and understand the material better. Social Skills Development. This learning model can also help in the development of students' social skills. They learn to work together, listen to other people's ideas, and give constructive feedback. Learning Motivation: Activities that focus on exploration and presentation can increase students' motivation. They may feel more engaged in learning as they are allowed to contribute and share their knowledge. Formative Assessment: The presentation process can serve as a form of formative assessment. Teachers can directly see the extent of students' understanding and provide instant feedback. Emphasis on Active Learning The Gallery Walk model emphasizes active learning, which is known to be more effective in facilitating understanding and retention of material than passive learning methods. Variety of Learning: By implementing this model, teachers provide variety in their learning strategies, helping to create an interesting and diverse learning environment.

Although the Gallery Walk cooperative learning model has many advantages, its success also depends on proper implementation and full support from teachers as well as students' willingness to be actively involved.

Therefore, teachers need to plan and implement Gallery Walk activities carefully to achieve optimal learning outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion that has been stated above, the following conclusions can be drawn: The application of the Gallery Walk Type Cooperative learning model is based on problem orientation, organization of learning activities, independent investigation, and presentation of student understanding results, showing an increase in student activeness in the learning process and the courage to highlight their abilities. Student learning outcomes after the application of the gallery walk type cooperative learning model in the economics class X SMA Negeri 1 Madapangga showed a significant change seen from the average Prestestest results before the provision of material and the Gallery Walk Type learning model the percentage of students who had scores above the KKM standard was only a small percentage, after the treatment of the application of the Gallery Walk Type learning model the value of most students has exceeded the KKM standard of Economics subject with an average of 83.093. The application of the Gallery Walk Type Cooperative Learning Model on Student Learning Outcomes in Economics Class X SMA Negeri 1 Madapangga has a significant and positive influence, with the contribution of variable X to variable Y amounting to 61.2%.

ADVANCED RESEARCH

For further research on the effect of the Gallery Walk Cooperative Learning Model on learning outcomes in Economics lessons, some aspects that can be the focus of research include: Conducting research that involves observing learning outcomes over a longer period. This can provide a better understanding of the sustainability of the influence of the Gallery Walk Model on the understanding and retention of economic material. Compare the learning outcomes of students using the Gallery Walk Model with the control group using other learning methods. This can provide an understanding of the relative effectiveness of the Gallery Walk Model compared to other methods.

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