



LEARNING GALLERY METHOD'S IMPACT ON ELEMENTARY STUDENTS' SCIENCE COMPREHENSION

Diah Susanti

Institut Agama Islam Negeri Ponorogo
Surel: sdiah345@gmail.com

Abstrak

Science is one of the compulsory subjects at the elementary school level. Science learning is intended so that students can understand various things in nature and use them in everyday life. Unfortunately, students' understanding of science learning at SD Z is still lacking, with 80% getting grades below the KKM. For this reason, there is a need for innovation in learning, one of which is through the gallery learning strategy. This prompted the researcher to conduct a study entitled Effects of the Gallery Learning Method on the Level of Students' Understanding of Science Learning at SD Z. The purpose of this study was to determine whether or not there was an effect of implementing gallery learning at SD Negeri Z. The research method used was descriptive quantitative, with data collection techniques through observation, questionnaires, and interviews. Then, the research data will be analyzed in depth through the SPSS program. The results showed that the gallery learning method had a positive and significant effect on student understanding, as evidenced by an increase in the number of students who passed the KKM by 75%.

Kata Kunci: Gallery Learning; Student Understanding; Science Learning

A. INTRODUCTION

The emphasis on developing effective teaching methodologies has never been greater in the modern educational landscape. The goal of education is not merely to impart knowledge but to foster a deep understanding and appreciation of the subject matter among students. This is particularly crucial in science education, where conceptual understanding forms the foundation for future learning and innovation. Traditional teaching methods, often characterized by rote memorization and passive learning, have shown limitations in engaging students and enhancing their comprehension of scientific concepts.

The Learning Gallery method has emerged as an innovative teaching approach to address these challenges. This method involves interactive, visually stimulating, and student-centered learning environments that encourage active student participation and collaboration. The Learning Gallery method aims to make science education more engaging and effective by transforming classrooms into dynamic learning spaces.

Education is a right for every Indonesian citizen because it is hoped that it will allow generations of the nation and state to become human beings who are more moral and globally competitive.¹ Thus, Indonesia can compete internationally and bring the country to a better

¹ Muhammad Yasir, "Peran Pentingnya Pendidikan Dalam Perubahan Sosial Di Masyarakat," *Seri Perubahan Sosial*, 2022, 122–32.

condition.² Education is defined as a business carried out in a structured, planned, and ongoing or continuous manner for a lifetime to educate students so that they become fully human and mature and have a glorious culture.³

Education has an important contribution to the survival of a country.⁴ This is because if education is damaged, the nation's generation will be damaged, which will impact the country's downturn because the nation's generation is not of good quality. The generation of a nation that is not qualified gives a negative color to the country because their speech and behavior become disorganized and immoral.⁵ Education is carried out to form a society that is not only intellectually intelligent but also morally intelligent.⁶ This is implemented at every level of education and every subject, not only in religious education.

This is intended so that character education can continue to be carried out and cultivated in every subject so that students have a more complex and useful understanding of everyday life.⁷ The educational goals outlined in Law No. 20 of 2003 concerning the national education system can be achieved effectively and efficiently if each education component works harmoniously.

There are various components in carrying out education, especially learning at the elementary school level, one is the learning method. The learning method is defined as the method used by the teacher in carrying out various lesson plans that have been prepared in the form of activities so that learning can achieve its goals effectively and efficiently.⁸ In addition, the learning method can also be interpreted as the steps or procedures used by the teacher in carrying out his learning in the classroom so that the teacher can manage the class through the method used. The learning method that is developed must be adapted to the conditions of the students and the characteristics of the subjects so that they can be aligned and in tune with the goals to be achieved.⁹

The learning method is an important thing that every teacher must consider because it has a relationship with the achievement of student learning outcomes. This is because if the method used is not by the character of the students and the learning material, the learning outcomes are not at an effective and efficient level.¹⁰ This situation can also occur in science learning.

Natural Sciences, or what is known as Natural Sciences, is one of the vital subjects in elementary school education. This is because, through meaningful science learning, it is hoped that it will bring students to be more sensitive to natural conditions and respond to the various uniqueness of nature to be put to good use. However, the goals of science learning cannot be achieved if learning in schools is not carried out in a meaningful way. This situation is in line with learning science in Elementary School Z, in class VI, to be precise.

² Yayan Alpian; Sri Wulan Anggraeni; Unika Wiharti; Nizmah Maratos Soleha, "Pentingnya Pendidikan Bagi Manusia," *Jurnal Buana Pengabdian* 1, no. 1 (2019): 66–72.

³ Maspa Makkawaru, "Pentingnya Pendidikan Bagi Kehidupan Dan Pendidikan Karakter Dalam Dunia Pendidikan," *Jurnal Konsepsi* 8, no. 3 (2019): 116–19.

⁴ Santimbalaki Buulolo, "Pengaruh Metode Gallery Walk Terhadap Minat Belajar Siswa Pada Pembelajaran IPA TERPADU Di Kelas VIII SMP Negeri 1 Lahusa Tahun Pembelajaran 2021/2022," *Jurnal Ilmiah Mahasiswa Keguruan* 1, no. 2 (2022): 257–66.

⁵ (Chairiyah, 2019)

⁶ Mardiah Kalsum Nasution, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan* 11, no. 1 (2017): 9–16.

⁷ Moh Julkarnain Ahmad; Halim Adrian; Muh Arif, "Pentingnya Menciptakan Pendidikan Karakter Dalam Lingkungan Keluarga," *Jurnal Pendais* 3, no. 1 (2021): 1–23.

⁸ Abd. Hamid, "Berbagai Metode Mengajar Bagi Guru Dalam Proses Pembelajaran," *Jurnal Penelitian Sosial Dan Keagamaan* 9, no. 2 (2019): 1–15.

⁹ (Ayu et al., 2020)

¹⁰ Musthofa Rizal dan Siti Tiara Maulia, "Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournamen (TGT) Dalam Meningkatkan Hasil Belajar PPKn," *Jurnal Manajemen, Ekonomi, Hukum, Kewirausahaan, Kesehatan, Pendidikan Dan Informatika* 1, no. 4 (2023): 119–23.

This is by the results of preliminary analysis of observations, which show that most of the grade VI students at Z Elementary School did not score above the standard minimum (KKM). In addition, learning also looks boring because there are students who look sleepy, talk to friends, or do other activities outside of ongoing learning. After further investigation, it turned out that the methods used by teachers were still conventional, so it was important to renew learning methods so that learning became more fun and meaningful and had an impact on the level of student understanding, which could be seen through the achievement of student scores above the KKM.

The Gallery Learning method is a learning method that is predicted to have an impact on increasing students' understanding of learning¹¹ so that a variety of knowledge, especially in science learning, can be implemented in everyday life. Nevertheless, the gallery learning method has not been carried out or implemented in science learning at Z Elementary School, so researchers want to learn more about the effect of gallery learning methods on students' level of understanding in science learning at Z Elementary School. The purpose of this study is to obtain information about whether or not there is an influence given by the gallery learning method on the level of students' understanding of science learning in Elementary School Z. The results of this study can provide an understanding for teachers or educators to provide learning with the best method by the characteristics of the material as well as students so that they can provide benefits to others

B. RESEARCH METHOD

This research was conducted with a descriptive quantitative type so that various research results in the form of numbers will be conveyed through sentences that are easy to understand. The data collection techniques in this study were observation, interviews, and questionnaires to 20 class VI respondents at Z Elementary School. The data that had been collected was then analyzed in depth through SPSS to find out the research results that could be accounted for.

Research Hypothesis:

H1: The Gallery learning method has a positive and significant effect on increasing students' understanding of science learning

H0: The Gallery learning method does not have a positive and significant effect on increasing students' understanding of science learning

C. RESULT AND DISCUSSION

HASIL PENELITIAN

Before discussing the results of this study, several things are important to know, namely:

First, learning. Learning is a process of interaction that occurs between students and students, students and teachers, students and the environment or other things, where the results of learning are understanding, mastery or skills and character in the form of attitudes as well as student beliefs.^{12,13} In other words, learning is a process that can help students to experience better learning. In addition, learning can also be interpreted as a set of phenomena or events that occur externally, which are then structured to support various internal learning processes.¹⁴

¹¹ Nailul Isti'ana dan Mintohari, "Pengaruh Metode Gallery Walk Terhadap Hasil Belajar IPA Materi Zat Tunggal Dan Campuran Siswa Kelas V Sekolah Dasar," *JPGSD* 6, no. 5 (2018): 745–56.

¹² (Gian et al., 2019)

¹³ (Rahadian et al., 2020)

¹⁴ Ramli Abdullah, "Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran," *Lantanida Journal* 4, no. 1 (2016): 1–14.

Second is the learning method. The method is a strategy or method used by the teacher in carrying out learning according to the objectives to be achieved; the more appropriate the method, the more effective the learning objectives will be. In addition, the learning method can also be interpreted as a plan prepared as a whole to provide a variety of learning materials in an orderly or structured manner so that there are no conflicting parts. The method has a procedural nature, meaning that the application in learning is carried out according to the steps arranged gradually, starting from the beginning to the end of learning according to the objectives and methods used.¹⁵

Several learning methods include tutorial, demonstration, debate, role-playing, and problem-solving. Each method has its characteristics so that in its use, it is adjusted to the character of the material to be studied and the uniqueness of the students so that the learning structure becomes more useful.

Third, gallery learning, also known as gallery walk, is a learning method that displays various student works as a form of understanding or student learning outcomes in the form of exhibitions. Then, the students who have formed groups will jointly visit from one exhibition stand to another. During the visit, there will be a discussion because students will be welcome to do a question-and-answer session with one audience group and the group making the presentation.¹⁶ This is expected to increase student understanding to create meaningful learning.

After learning with the gallery learning method, it turns out that the level of student understanding has increased, which can be observed through an increase in the percentage of students who score above the KKM (70), where at first, only 20% of students then after gallery learning was implemented it became 95% of students. Data regarding student scores before and after the implementation of the gallery learning method is as follows:

Table 1.
Value Data Before Applying the Gallery Learning Method

No	Value	Description
1	50	Not Completed
2	55	Not Completed
3	75	Complete
4	72	Complete
5	72	Complete
6	67	Not Completed
7	65	Not Completed
8	55	Not Completed
9	45	Not Completed
10	77	Complete
11	53	Not Completed
12	67	Not Completed
13	68	Not Completed
14	69	Not Completed
15	59	Not Completed
16	64	Not Completed
17	63	Not Completed
18	56	Not Completed
19	67	Not Completed

¹⁵ Mintohari, "Pengaruh Metode Gallery Walk Terhadap Hasil Belajar IPA Materi Zat Tunggal Dan Campuran Siswa Kelas V Sekolah Dasar."

¹⁶ Mintohari.

No	Value	Description
20	68	Not Completed
Jumlah		1267
Rata-Rata		63.35

Then, after implementing science learning, especially in the special characteristics of living things through the gallery learning method, the following values are obtained:

Table 2
Value Data After Applying the Gallery Learning Learning Method

No	Nilai	Keterangan
1	72	Complete
2	71	Complete
3	81	Complete
4	80	Complete
5	79	Complete
6	73	Complete
7	75	Complete
8	74	Complete
9	72	Complete
10	85	Complete
11	80	Complete
12	81	Complete
13	78	Complete
14	79	Complete
15	80	Complete
16	81	Complete
17	78	Complete
18	69	Not Completed
19	79	Complete
20	78	Complete
Jumlah		1545
Rata-Rata		77.25

The data above provides information that there is an increase in student learning outcomes, from initially only 20% of students completing the KKM to 95% of students completing the KKM, resulting in an understanding of 75% for 5% of students who had not completed KKM. When conducting further research through interviews with science teachers, it was found that these students had deficiencies in learning comprehension, which occurred not only in science learning but also in other learning. Nevertheless, it still experienced an increase in understanding from 56 to 69.

It is also known that learning science through the gallery learning method is interesting for students. It can be seen that students are enthusiastic about carrying out their role in making gallery learning with their groups. This is in line with what was said by TY as a class VI student at SD Z, who stated, "I am happy because the lessons are becoming more interesting." It doesn't stop here; VK stated, "I understand the material better." With this, it is known that learning with the gallery learning method is quite interesting and fun for students, so learning becomes more meaningful.

Then, based on the results of the analysis through SPSS, the data is known as follows:

Normality test

The results of this test can be observed in the following table:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		20	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.05059767	
	Most Extreme Differences		
		Absolute	.149
		Positive	.149
		Negative	-.121
Test Statistic		.149	
Asymp. Sig. (2-tailed)		.200 ^{c,d}	

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Picture 1. Normality Test Data

The data above shows that the Sig value > 0.05 means that the data is normally distributed

Linearity Test

The results of this test can be observed in the following table:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pemahaman siswa * Gallery Learning	Between Groups	(Combined)	696.667	4	174.167	6.029	.004
		Linearity	645.338	1	645.338	22.339	.000
		Deviation from Linearity	51.329	3	17.110	.592	.630
Within Groups			433.333	15	28.889		
Total			1130.000	19			

Picture 1. Linearity Test Data

The data above shows that the value of Sig > 0.05 means that implementing the gallery learning method with increasing student understanding has a linear relationship.

Regression Test

The results of this test are as follows

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	28.518	11.392		2.503	.022
	Gallery Learning	.780	.159	.756	4.896	.000

a. Dependent Variable: Student Understanding

Picture 3. Coefficients

The data above provides information that the gallery learning method has a positive and significant influence on increasing students' understanding of science learning at SD Z because of the value of Sig <0.05. With this, H1 is accepted, and H0 is rejected

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.547	5.18900

a. Predictors: (Constant), Gallery Learning

b. Dependent Variable: Student Understanding

Picture 4. Summary models

The data above shows that the gallery learning method's influence on increasing student understanding is 57.1%.

Based on the explanation above, it can be seen that the application of the gallery learning method in learning science in class VI of Z Elementary School, which is located in Central Java, has a positive and significant influence, where the students' scores have also increased as evidence that students' understanding has also increased. This is in line with the research conducted by Nailul Isti'ana and Mintohari in 2018, where in their research, it was stated that the gallery walk method had a positive and significant influence on learning Natural Sciences subject to Single Substances held at SDN Wiyung 1 Surabaya.¹⁷ In addition, the results of this study are also in line with research conducted by Putri Mayang Sari and Sumarli in 2019, where their research stated that the inquiry learning model carried out through the gallery walk method can optimize students' understanding of learning in science subjects in elementary schools.¹⁸

The Gallery Walk learning method, a dynamic and interactive teaching strategy, has significantly improved student engagement and understanding across various subjects. In a Gallery Walk, students move around the classroom or a designated area to engage with different stations, displaying content related to the lesson. This method encourages active participation, collaborative learning, and critical thinking. The Gallery Walk method has been successfully implemented in various educational settings, demonstrating notable improvements in student learning outcomes and retention. For example, a quasi-experimental study conducted with nurse anesthesia students in Iran found that this method significantly enhanced learning outcomes and retention of anesthesia care knowledge.

With this, it can be seen that the effectiveness and efficiency of learning have a relationship or linkage with the learning method used by the teacher because it will affect the atmosphere and direction of learning. Therefore, every teacher needs to observe and know the characteristics of the students and the subjects to be conveyed, then formulate learning methods in the learning designs that will be carried out in the classroom so that learning can run effectively and efficiently. A good learning rate and quality, of course, will produce meaningful learning for each student so that students' understanding or impressions obtained become stronger and can be practiced in

¹⁷ Mintohari.

¹⁸ Putri Mayang Sari and Sumarli Sumarli, "Optimalisasi Pemahaman Konsep Belajar IPA Siswa Sekolah Dasar Melalui Model Pembelajaran Inkuiri Dengan Metode Gallery Walk (Sebuah Studi Literatur)," *Journal of Educational Review and Research* 2, no. 1 (2019): 69, <https://doi.org/10.26737/jerr.v2i1.1859>.

daily life massively to create a generation of people who are quality and ready to compete in the national realm and even International.

D. CONCLUSION

Science learning is one of the subjects given at the elementary school level. Including in SD Z. Science learning is carried out with the aim of students being able to understand every natural condition around them so that they can make good use of nature for the benefit of the people. The achievement of science learning objectives, which are aligned with the national education goals set out in Law No. 20 of 2003 concerning the national education system, can be achieved if each component of education can work in harmony. One is the gallery learning method, which can be implemented in science learning, specifically viri material for living things.

The results showed that applying the gallery learning method in learning science class VI in Elementary School Z had a positive and significant effect with an effect value of 57.1%. With this, the research hypothesis is accepted. The acquisition of this analysis is also in line with the results of student assessments in science learning, where before and after the application of the gallery learning method experienced an increase where initially only 20% of students obtained a complete KKM score compared to 95% of students who completed KKM. With this, the increase in student understanding increased by 75%.

With this, the researcher hopes that the results of this study can be used as a basis for the importance of applying learning methods that are appropriate to the material as well as student characteristics that every teacher must understand to provide meaningful and enjoyable learning for students. In addition, the researcher hopes that the results of this study can contribute ideas for future researchers to create various works that benefit others.

E. DAFTAR PUSTAKA

- Abdullah, Ramli. "Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran." *Lantanida Journal* 4, no. 1 (2016): 1-14.
- Arif, Moh Julkarnain Ahmad; Halim Adrian; Muh. "Pentingnya Menciptakan Pendidikan Karakter Dalam Lingkungan Keluarga." *Jurnal Pendais* 3, no. 1 (2021): 1-23.
- Ayu Anjani, Gita Harnum Syapitri, Rifka Izatul Lutfia. "Analisis Metode Pembelajaran Di Sekolah Dasar." *Jurnal Pendidikan Dasar* 4, no. 1 (2020): 67-85.
- Buulolo, Santimbalaki. "Pengaruh Metode Gallery Walk Terhadap Minat Belajar Siswa Pada Pembelajaran Ipa Terpadu Di Kelas VIII SMP Negeri 1 Lahusa Tahun Pembelajaran 2021/2022." *Jurnal Ilmiah Mahasiswa Keguruan* 1, no. 2 (2022): 257-66.
- Chairiyah, Rahadian Yudhistira, Alna Muhammad Rifki Rifaldi, Ahmad Awaludin Jais Satriya, Pengaruh Metode, Gallery Walk, Terhadap Hasil, et al. "Nailul Isti ' Ana Abstrak." *Fondatia* 4, no. 1 (2019): 67-85. <https://doi.org/10.36088/fondatia.v4i1.442>.
- Gian Bastari, Irwan Koto, Agus Susanta. "Pengaruh Model Cooperative Learning Type Make A Match Terhadap Penguasaan Konseptual Siswa Kelas IV SD Negeri 6 Kaur." *Jurnal Pembelajaran Dan Pengajaran Pendidikan Dasar* 2, no. 2 (2019): 129-36.
- Hamid, Abd. "Berbagai Metode Mengajar Bagi Guru Dalam Proses Pembelajaran." *Jurnal Penelitian Sosial Dan Keagamaan* 9, no. 2 (2019): 1-15.
- Makkawaru, Maspa. "Pentingnya Pendidikan Bagi Kehidupan Dan Pendidikan Karakter Dalam Dunia Pendidikan." *Jurnal Konsepsi* 8, no. 3 (2019): 116-19.
- Maulia, Musthofa Rizal dan Siti Tiara. "Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournamen (TGT) Dalam Meningkatkan Hasil Belajar PPKn." *Jurnal Manajemen*,

Ekonomi, Hukum, Kewirausahaan, Kesehatan, Pendidikan Dan Informatika 1, no. 4 (2023): 119–23.

- Mintohari, Nailul Isti'ana dan. "Pengaruh Metode Gallery Walk Terhadap Hasil Belajar IPA Materi Zat Tunggal Dan Campuran Siswa Kelas V Sekolah Dasar." *JPGSD* 6, no. 5 (2018): 745–56.
- Nasution, Mardiah Kalsum. "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa." *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan* 11, no. 1 (2017): 9–16.
- Rahadian Yudhistira, Alna Muhammad Rifki Rifaldi, Ahmad Awaludin Jais Satriya. "Pentingnya Perkembangan Pendidikan Di Era Modern." In *Prosiding Samasta*, 1–3, 2020.
- Sari, Putri Mayang, and Sumarli Sumarli. "Optimalisasi Pemahaman Konsep Belajar IPA Siswa Sekolah Dasar Melalui Model Pembelajaran Inkuiri Dengan Metode Gallery Walk (Sebuah Studi Literatur)." *Journal of Educational Review and Research* 2, no. 1 (2019): 69. <https://doi.org/10.26737/jerr.v2i1.1859>.
- Soleha, Yayan Alpian; Sri Wulan Anggraeni; Unika Wiharti; Nizmah Maratos. "Pentingnya Pendidikan Bagi Manusia." *Jurnal Buana Pengabdian* 1, no. 1 (2019): 66–72.
- Yasir, Muhammad. "Peran Pentingnya Pendidikan Dalam Perubahan Sosial Di Masyarakat." *Seri Perubahan Sosial*, 2022, 122–32.

