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

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Article Info

ABSTRACT

Purpose of the study: This study aims to determine the effect of the cooperative learning model of the gallery walk type on student learning outcomes in class X1 at SMA Negeri 5 Sidrap as well as an overview of student learning outcomes after applying the learning model.

Methodology: This study used the Pre-Experimental Research Design The One Group Pretest-Posttest Design with a population of 30 students in class X1 at SMA Negeri 5 Sidrap. Due to the relatively small population size, 100% of the population was taken, so the number of samples in this study were 30 students (one experimental class). Data collection was carried out using questionnaires, tests, observations, and documentation. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis.

Main Finding: The results showed that the gallery walk cooperative learning model had a correlation of 0.782 in the medium category with the simple regression analysis equation Y = -12.507 + 1.641X. The results of the hypothesis test with SPSS obtained tcount = 6.640 and ttable of 2.048 this means arithmetic ≥ ttable with a value of 6.640 ≥ 2.048 with a significance value of 0.000 so that H1 is accepted and H0 is rejected, this shows that the influence of the use of the gallery walk cooperative learning model on results study class X1 students of SMA Negeri 5 Sidrap. The magnitude of the contribution of the influence of the learning model is 61.2%, while 38.8% is influenced by other factors that have not been studied in this study.

Novelty/Originality of this study: Gallery walk cooperative learning model in learning activities to improve student learning outcomes.

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1. INTRODUCTION

Human life is inseparable from education, whether it comes from the family, community or school. Education is often interpreted as a human effort to build his personality in accordance with the values in society and culture [1], [2]. Basic education or early education that children get is moral education, characteristics, and religious views of life which are mostly from within the family, meanwhile 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 connecting between life in the family and life in society.

As the world of education continues to develop, teachers must be able to carry out the teaching and learning process which is required to use various strategies or learning models that activate student-teacher interaction, students and students and are able to interact with their environment. In learning activities in it can

be supported by various learning elements that one of them 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 through the use of the learning model.

However, looking at the current situation, it seems that the economics lesson being implemented is not optimal enough. Something similar happened at SMA Negeri 5 Tellu Limpoe where the learning process that took place certainly did not escape the incompatibility with the expected learning. Based on the information obtained from the Economics subject teacher in the implementation of Economics learning in class X most of the student learning outcomes did not show an increase due to the monotonous learning model.

One alternative to overcome the existing problem is in the form of implementing a learning model that prioritizes student activity and provides opportunities for students to develop their potential to the fullest. The intended learning model is the cooperative learning model. Cooperative learning is a learning model using a grouping system/small team , namely between four to six people who have different (heterogeneous) backgrounds of academic ability, gender, race, or ethnicity [3], [4].

The cooperative learning model is a group learning model that has recently received attention and is recommended by education experts for use. In the cooperative learning model there are several types, one of which is the Gallery Walk learning model which can be applied in economics learning. Gallery walk (study gallery) is a form of cooperative learning model that is able to improve students' abilities to discover new knowledge, and facilitate memory because something found is seen directly [5], [6].

After making initial observations and interviews with economics teachers at SMA Negeri 5 Tellu Limpoe said that teachers still use conventional learning models in general, namely lectures interspersed with questions and answers and giving assignments. Another problem is the participation of students who are less active in learning. This is indicated by the number of grade X scores that are not completed. This becomes a problem because with low student learning outcomes it proves that students have not been able to master the lesson.

Based on the description above, it can be concluded that the cooperative learning model of the gallery walk type in relation to the learning problems that occur in class X1 is considered interesting to apply because the learning model seeks to improve the abilities of students both in groups and individually, facilitating students' memory in remembering material, can also motivate students both in attendance and motivation when participating in the learning process.

Based on the background above, the researcher is interested in conducting research with the title "The Influence of the Gallery Walk Type Cooperative Learning Model on Learning Outcomes in Class X Economics Lessons at SMA Negeri 5 Tellu Limpoe".

2. RESEARCH METHOD

The research design used in this research is experimental research. Experimental research is a quantitative approach to test causal relationships [7]. Experimental research is intended to collect information or data about the consequences of treatment or treatment. Experimental research is conducted to test a hypothesis based on with a strong assumption that there is a causal relationship between the two variables. Based on the above, the research approach is a quantitative approach with a model.
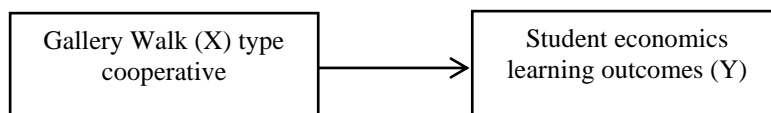
Figure 1. Variable relationship pattern

This research was conducted at SMA Negeri 5 Tellu Limpoe. The population used in this study were all class X students of SMA Negeri 5 Tellu Limpoe in the 2016/2017 academic year, totaling 174 students. The population is all research subjects[8]–[10]. While the research sample is part of the population taken as a data source or and can represent the entire population [11], [12]. Furthermore, the samples in this study were students of class X1 as an experimental class with a total of 36 students who used the Gallery Walk cooperative learning model and class X2 as a control class with a total of 36 students who used conventional learning methods. Sampling was carried out by purposive sampling technique, namely technique. Sampling is done based on individual or researcher considerations.

This research was conducted using data collection instruments. The instrument used to measure the value variable under study. The research instrument that will be used in this study is a questionnaire. Questionnaire means a series of questions related to a particular topic given to a group of individuals with the aim of obtaining data[13]–[15]. Questionnaires were used to obtain information about students' responses after going through the learning process using the Gallery Walk learning model.

The data analysis technique used in this research is descriptive statistical analysis technique and inferential statistical analysis technique which aims to examine the research variables. Descriptive analysis technique is a type of data analysis that is intended to reveal or describe the circumstances or characteristics of each research variable individually by using frequency distribution analysis, average (mean), and standard division [16], [17]. Inferential statistical analysis used in this study is simple linear regression analysis, T test, product moment correlation analysis, and the coefficient of determination.

3.   RESULTS AND DISCUSSION
3.1 Description of Pre Test and Post Test Results

The research data presented in this study is data obtained from the results of the test, where in practice two tests were carried out, namely before (Pretest) the use of the Gallery Walk type learning model and after (Posttest) the Gallery Walk type learning model1 presented in the following table:

Table 1. Description of Pre test results

Component	Pre test value	Percentage (%)
The number of students	30	
Average	50	
The highest score	100	
Lowest value	25	
Number of students completed	5	16,67
The number of students is not complete	25	83,33

Based on the results of the pretest, only 5 students or 16.67 percent passed and the number of students who did not complete was around 25 people or 83.33 percent. The highest score is 100 and the lowest score is 25. This happens because students have not been given subject matter. Furthermore, the post-test results of the Gallery Walk type learning model are shown in the table below.

Table 2. Description of Post test results

Component	Pre test value	Percentage (%)
The number of students	30	
Average	85,33	
The highest score	100	
Lowest value	60	
Number of students completed	27	85,33
The number of students is not complete	6	14,67

Based on the previous table, the results of the Posttest scores showed that the number of students who completed reached 70 percent with an average score of 85.33, while the highest student score was 100 and the lowest student score was 60. There was an increase in the assessment of student learning outcomes before and after treatment with the application of the Type Gallery Walk. Improved student learning outcomes can be seen in the following table:

Table 3. Comparison of Pretest and Posttest

Indicator	Learning outcomes
Pre-test	50
Post test	85,33

The learning outcomes of students who are taught with the gallery walk learning method through media images are better than the material on demand and supply. These results can be seen in the acquisition of the average score achieved in the post-test class of 85.33 while the pre-test results of the average value achieved

were 50. Furthermore, an overview of the Collaborative Cooperative Learning Model Type of Gallery Walk type learning model is as follows:

Table 4. Use of the Cooperative Learning Model Type of learning model Gallery Walk Type

Interval Class	Kategory	f	(%)
72 – 75	Very high	6	20
68 – 71	Tall	6	20
64 – 67	Currently	10	33.33
60 – 63	Low	7	23.34
< 59	Very low	1	3.33

The table above describes the accumulation of student answers regarding the Gallery Walk type learning model applied in economics subjects. As many as 6 respondents answered in the very high category at intervals of 72-75 or equivalent to 20%, while for the high category there were 6 respondents who answered at intervals of 68-71 with a percentage of 20%. There were 10 respondents who answered in the moderate category, this is equivalent to 33.33% and is in the 64-67 interval. For the low category the number of respondents who answered was 7 in the 60-63 interval with a percentage of 23.23% while in the very low category the number of respondents who answered was 1 respondent who was in the <59 interval with a percentage of 3.33%.

Thus it can be concluded that the application of the Gallery Walk type learning model is at intervals of 64-67 with a percentage of 33.33 percent being in the "medium" category. Furthermore, to see an increase in student learning outcomes, besides being seen from the results of the tests given before and after learning with learning media, it must also be seen from two aspects, namely from the aspect of the learning process and aspects of the final test results. Where the description of increasing learning outcomes is shown in the table below.

Table 5. Description of Improved Learning Outcomes

Indicator	(%)
Pre-test	50
Learning Process Assessment	79,73
Posttest	85,33
Accumulated scores from the process and Posttest	83,093

The table above shows the average value of students from the pre-test, assessment of the learning process and the post-test experienced a change from an average of 50 after the pre-test to reach an average post-test score of 85.33. Posttest learning and assessment. Where in this case, the assessment of the learning process is taken by 40% and the assessment of the posttest results is taken by 60%. Thus, in the final assessment there is no gap between students' individual abilities in the learning process and students' individual abilities in working on exam questions.

The results of the Prestest average show that before giving material to students and the Gallery Walk type learning model, the percentage of students who have scores above the KKM standard is only a small portion, after the treatment of applying the Gallery Walk type learning model, the scores of most students have exceeded the KKM standard for Economics subjects, namely with an average 83,093. Furthermore, a normality test is carried out, which aims to find out whether the data is normally distributed or not. Where the results of the normality test are shown in the table below.

Table 6. Normality Test Results

Variable	N	(%)
Gallery Walk model	30	1.521
Learning outcomes	30	1.140

Based on the normality test carried out using a significant level of 5% or 0.05. The results of the Kolmogorov-Smirno Z Test show that the value obtained from the KSZ for the Gallery Walk type learning model is 1.521 and the KSZ for learning outcomes is 1.140 greater than 0, 05, the data is declared to be normally

distributed. Then a linearity test is carried out. The purpose of the linearity test is to find out whether the X variable and Y variable have a linear relationship or not.

Table 7. Linearity Test Results

Variable	Sig.
Student Learning Outcomes * Model Gallery Walk	0.000

Based on the results of data processing using SPSS for the linearity test, it shows a sig. Linearity of 0.000 <5% significant level or 0.05. This proves that variable X, in this case the Gallery Walk type learning model, has a linear relationship with variable Y, namely student learning outcomes. Then a hypothesis test was performed, namely simple regression analysis. Simple regression analysis was used to determine whether variable X (Gallery Walk learning model) had a significant effect on variable Y (student learning outcomes). The following table is the result of a simple regression analysis.

Table 8. Simple Regression Test Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-12,507	14,416	0,782	-0,868	0,393
Model Gallery Walk	1,641	0,247		6,640	0,000

The table above shows the results of the simple regression analysis test so that the coefficient value of the variable X (Gallery Walk Learning Model) is 1.641 and the constant value is 12.507 so that the regression equation for this study is as follows:

$$Y = a + bX$$
$$Y = -12,507 + 1,641X$$

By paying attention to the coefficient value of the independent variable (X) in the regression equation above, the constant value and influence on the Y value can be explained as follows:

1) The constant (a) is -12.507, meaning that without considering any influence, the learning outcome value (Y) is -12.507 or in other words, if the collaborative learning model (X) is equal to zero, the learning outcome value is -12.507.

2) The coefficient (b) of 1.641 can be seen in the table that the collaboration variable of the Gallery Walk learning model (X) has a positive effect on student learning outcomes with a coefficient value of 1.641 points indicating the amount of additional level of learning outcomes for each additional application of the Gallery Walk type learning model

Furthermore, another hypothesis test was carried out in the form of a T test. The results of the T test can be seen in the table below.

Table 9. T test results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-12,507	14,416	0,782	-0,868	0,393
Model Gallery Walk	1,641	0,247		6,640	0,000

The table above shows the results of data processing using SPSS obtained a tcount of 6.640 and a ttable with df (n-2) of 2.048. Requirements for whether a hypothesis is accepted or not, namely if tcount ≤ ttable then Ho is accepted and H1 is rejected, whereas if tcount ≥ ttable then Ho is rejected and H1 is accepted with a significant level of 5% requirements for acceptance of the hypothesis, namely if the significance value < 0.05 significant level then H1 accepted H0 rejected and vice versa.

The results of the analysis obtained using SPSS 20 show that tcount = 6.640 and ttable is 2.048. This proves that tcount ≥ ttable with a value of 6.640 ≥ 2.048 besides that with a significance value of 0.000 <from a significant level of 0.05 so that H1 is accepted and H0 is rejected, this proves that there is "The Influence of the Gallery Walk Type Cooperative Learning Model on the Learning Outcomes of Students X of SMA Negeri 5 Sidrap". Then the product moment correlation analysis was carried out, while the results are shown in the table below.

Table 10. Product Moment Analysis

		Model Gallery Walk	Learning outcomes
Model Gallery Walk	Pearson Correlation	1	0,782**
	Sig. (2-tailed)		0,000
	N	30	30
Learning outcomes	Pearson Correlation	0,782**	1
	Sig. (2-tailed)	0,000	
	N	30	30

The data above shows that the correlation coefficient (r) is 0.782, which means it is very clear that the Gallery Walk learning model variable (X) on learning outcomes (Y) is at an interval of 0.600-0.799 in the Strong category. So it can be concluded that there is a positive relationship between the application of the Gallery Walk learning model to student learning outcomes (Y). Furthermore, an analysis of the coefficient of determination (R2) is carried out. The coefficient of determination is used to determine the magnitude of the influence of variable X, namely the Gallery Walk type learning model on variable Y, namely learning outcomes students. The table below is the result for the coefficient of determination.

Table 11. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,782[a]	0.612	0,598	4,06734

3.2 Description of the use of the Application of the Gallery Walk Type learning model in Economics Subjects

After the presentation of the results of the research, this section will present a discussion of the Application of the Gallery Walk Type Cooperative Learning Model for student learning outcomes in accordance with the theory and formulation of the problem.

The results of data processing using a questionnaire in this study were used to measure learning activity, accentuate individual abilities and hone cognitive, affective and psychomotor abilities to measure how the Gallery Walk type learning model was assessed by students as a supporting factor in helping student understanding. Gallery Walk is applied in economics subjects as follows: as many as 6 respondents answered in the very high category at intervals of 72-75 or equivalent to 20 percent, while for the high category there were 6 respondents who answered at intervals of 68-71 with a percentage of 20 percent . There were 10 respondents who answered in the medium category, this was equivalent to 33.33 percent and were in the 64-67 interval for the low category the number of respondents who answered was 7 were in the 60-63 interval with a percentage of 23.23 percent while in the very low category respondents who answered as many as 1 respondent were at <59 intervals with a percentage of 3.33 percent.

Thus it can be concluded that the application of the Gallery Walk type learning model is at intervals of 64-67 with a percentage of 89.33 percent being in the "medium" category. Being in the middle category regarding student or respondent perceptions regarding the application of the Gallery Walk type learning model is in line with the opinion of Harahap, [18] which states that students give a positive response to learning with the gallery walk type cooperative model. Where the gallery walk model has a very positive influence on students' mathematical communication skills.

Manik & Bangun, [19] stated that Gallery Walk as a learning method aims to overcome learning obstacles, and to increase students' motivation and activeness in the teaching and learning process. The gallery walk learning method has the goal of enabling students to develop their knowledge and skills, as well as providing opportunities for students to process and demonstrate what has been learned based on the topics determined by the educator. The application of the gallery walk learning model is very effective when accompanied by the use of group work techniques or group discussions in learning. This aims to hone students' affective and psychomotor abilities in learning.

This learning model emphasizes the importance of the contribution of each individual in the group. So that cooperation in groups can be more active and the skills of each individual can be honed to the fullest. Indah, [20] stated that cooperative learning is a learning model in which students learn and work in small groups in collaboration with group structures that are heterogeneous and consist of from four to six students. Kurniasari &

Setyaningtyas, [21] stated that Gallery Walk can build group collaboration, give mutual appreciation, mutual correction in learning, and motivate students' activeness in the learning process.

Based on the above opinion, it can be concluded that the application of the gallery walk learning model is very effective when accompanied by the use of group work techniques or group discussions in learning. This aims to hone students' affective and psychomotor abilities in learning. Its characteristics can be marked in terms of the courage of students in expressing their opinions among their group friends and in front of other friends. In addition, the ability to cooperate with students is also able to increase along with the increase in students' speaking skills in public, in this case in front of their friends.

3.3 Description of Increasing Student Learning Outcomes

Learning outcomes are the abilities possessed by students after receiving their learning experiences [22]-[24]. The intended learning experience is after the application of a collaborative learning model where in the learning process the teacher gives questions to each student in an investigative manner according to the material and then sees how students are able to interpret what they know in the form of oral answers. So in the learning process which is called the learning experience students are honed directly and assessed directly regarding understanding of the material the results of the assessment in the learning process will be accumulated with test results at the end of learning [25]–[27].

So that the increase in learning outcomes is not monotonous on just one assessment reference, namely based on the final test but also based on the accumulation of process assessments and final assessments [28], [29]. The following is the accumulation of student assessments from pretest, process assessment, posttest and final student grades accumulated from process scores and posttest: shows the average student score from the pretest, assessment of the learning process and posttest has changed from an average of 50 after the pre test to achieving a score the post test average was 85.33 however, what became the comparison were the results of the pre test compared to the accumulated scores from the learning process assessment and the post test assessment. Where in this case, the assessment of the learning process is taken by 40% and the assessment of the posttest results is taken by 60%. So, in the final assessment there is no gap between students' individual abilities in the learning process and students' individual abilities in working on exam questions. The results of the Prestest average 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 portion, after the treatment of applying the Gallery Walk learning model, the scores of most students have exceeded the KKM standard for Economics with an average of 83.093.

3.4 Linkage of theoretical explanation with research results

The results of the research on the t test showed that the results of data processing using SPSS obtained a tcount of 6.640 and a ttable with df (n-2) of 2.048. Requirements for whether a hypothesis is accepted or not, namely if tcount ≤ ttable then Ho is accepted and H1 is rejected, whereas if tcount ≥ ttable then Ho is rejected and H1 is accepted with a significant level of 5% requirements for acceptance of the hypothesis, namely if the significance value < 0.05 significant level then H1 accepted H0 rejected and vice versa.

The results of the analysis obtained using SPSS 20 show that tcount = 6.640 and ttable of 2.048. This proves that tcount ≥ ttable with a value of 6.640 ≥ 2.048 in addition to a significance value of 0.000 <from a significant level of 0.05 so that H1 is accepted and H0 is rejected, so it is concluded that there is "The Influence of the Gallery Walk Type Cooperative Learning Model on the Improvement of Student X Learning Outcomes at SMA Negeri 5 Sidrap".

This explains that the Gallery Walk learning model has an effect on learning outcomes with the contribution of variable X (Gallery Walk learning model) explaining the variable increasing learning outcomes by 61.2%.

The results obtained indicate that the use of the gallery walk learning model is very effective in increasing student learning activity which also has an impact on student learning outcomes. This is in line with research conducted by Novianti in her research entitled "The Influence of the Gallery Walk Method on Student Interests in biology subject at SMA Muhammadiyah 2 Palembang". From this research it is known that there is a positive influence from the use of the gallery walk method on students' learning interest.

4.   CONCLUSION

Based on the results of the research, the conclusions that can be put forward in this study are that student learning outcomes after applying the cooperative learning model type gallery walk in economics class

X1 SMA Negeri 5 Tellu Limpoe show significant changes seen from the average value of the Prestest before giving material and models In the Gallery Walk type of learning, the percentage of students who have scores above the KKM standard is only a small portion. After the treatment of the application of the Gallery Walk type learning model, most students' scores have exceeded the KKM standard in Economics with an average of 83.093. Then, the application of the Gallery Walk Type Cooperative Learning Model on Student Learning Outcomes in Economics Class X1 at SMA Negeri 5 Sidrap has a significant and positive influence, with the contribution of variable X to variable Y of 61.2%.

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