



Use of Gallery Type Active Learning Strategies in Improving Social Studies Learning Outcomes in Junior High School Students

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ABSTRACT

The role of the teacher in learning is also very important to help students understand and grasp the material that has been presented. Teachers need students who are active and have self-confidence in order to produce two-way learning. Implementing teacher-centered learning can lead to passive classroom conditions. Students tend to get bored with learning, and create uncondusive classroom conditions. As a result, students cannot maximize their learning outcomes according to the criteria. Teachers as educators must use several methods to see the development of student learning outcomes and also increase student activity This study was carried out because it saw that the learning outcomes in social studies subjects of students were still low and had not reached the minimum criteria score. This research aims to improve the learning outcomes of students in grades VII-C at SMPN 163 Jakarta. This type of research is a class action research that is carried out in three cycles. The results showed that the use of the Gallery type active learning strategy could increase learning outcomes by 28% in cycle 1, 50% in cycle 2, and 83% in cycle 3.

Keywords: Active Learning, Social Studies Subject, Learning Outcomes

1. Introduction

Active learning is student-centered learning. Teachers as educators and facilitators (Sandria et al, 2023). This can be done because real learning is not only centered on the teacher but allows students to be more active and play a role in learning, to remember and provide experience of what has been learned in class (Patmasari et al, 2023). Therefore, students themselves must process and understand the learning material (Sari & Jarkawi, 2022).

The teacher's role in learning is also very important to help students understand and grasp the material that has been presented. Teachers need students who are active and have self-confidence in order to produce two-way learning (Rawung, 2019) (Werdiningsih & Wahyuni, 2021) (Kariadi & Suprpto, 2018). That is one of the keys to success in active learning. If there are still many students who appear passive, then learning cannot be said to be active (Pertiwi et al, 2022). Passive learning will make students lose their motivation as students who must achieve their learning achievements. Apart from activeness, learning outcomes are also the main target in this research (Adirilany et al, 2023). Especially in learning social studies, there are still some students who are less enthusiastic, considering this subject to be boring and uninteresting (Hanipah et al, 2022). So students cannot maximize their duties as students who must get grades above the minimum criteria (Pribadi et al, 2022). Researchers will use active learning strategies or active learning that will overcome the problems described previously (Setiati & Rugaiyah, 2023).

Active learning strategies have several types that educators can use to carry out learning (Uno & Mohamad, 2022). Active learning strategies according to Melvin L. Silberman are active learning where a student feels happy to look for something that is shown, needs information to solve a problem or investigates how to carry out a task or activity (Intaniasari et al, 2022). Learning that arises from students' desires is often deeper and more permanent than one-way learning directed by educators (Rivalina & Siahaan, 2020) (Tangahu, 2022) (Siringo et al, 2021). To be able to learn something well, we need to hear, see, ask questions or opinions, and discuss it with other people. That is what they must understand (Silberman, 2016).

The definition of learning strategy according to Nana Sudjana in (Harefa, 2023) says that learning strategy is a tactic used by educators in carrying out the learning process in order to have an influence on students to achieve learning goals effectively and efficiently. According to (Cahyo, 2012) active learning is a strategy that focuses on student activity both in physical, mental, emotional and intellectual terms to achieve educational goals (Ariyani & Kristin, 2021). Learning outcomes are used as educational goals so that students can obtain learning outcomes that meet the criteria and learning can be said to be successful (Sudrajat, 2020).

Learning outcomes are successes achieved by students in the form of grades or numbers after the learning process takes place. Learning outcomes can provide changes in knowledge, understanding, attitudes and skills that are better than before (Wahyuningtyas & Sulasmono, 2020). Teachers can find out to what extent students can understand the learning that has been given through learning evaluations or assessments which can be used as a tool to measure students' level of mastery (Endayani et al, 2020).

Student learning outcomes are not only seen from the student's abilities, there are factors that influence them. There are internal factors that can be seen from interest, intelligence, talent, motivation and others. External factors that can be seen from the family, school and community environment as well as the school system such as curriculum, programs, school facilities and infrastructure (Irwan et al, 2019). Overall, it can be concluded that learning outcomes are influenced by two things, namely internal factors (coming from the student's own personality), and external factors (coming from outside the student's personality). Therefore, learning outcomes can be said to be the abilities that students have after receiving their learning experience (Sudjana, 2013). Before conducting the research, the researcher made observations regarding class conditions and student learning outcomes before implementing this active learning strategy.

Student learning outcomes in social studies subjects are still low, and the class still looks passive when learning is only carried out in one direction by the teacher. This is also supported by data showing that the average score for the even-even Mid-semester Summative Assessment for class VII for the 2023/2024 academic year still has not reached the Minimum Completeness Criteria, namely 77. Class VII-A obtained an average of 53, class VII-B obtained an average of 57, class VII-C got an average of 48, class VII-D got an average of 58, class VII-E got an average of 55, and class VII F got an average of 40. Based on this data, it shows that student learning outcomes before using active learning strategies do not meet the learning criteria. Therefore, researchers are advised to use active learning strategies in class VII-C which achieves the second lowest score and classes that have students who are less active in learning. In this research, the type of active learning strategy that will be used is the Learning Gallery type which provides and gives students the opportunity to study what they can get from the learning that has been delivered by the teacher. And it is a closing of learning that provides

meaning and experience for students. The Learning Gallery is a way to assess and remember what students have learned during the learning process.

The procedure for this Learning Gallery is that the teacher divides students into several study groups. Then, order each group to discuss what they understand from the material that has been explained by the teacher. They are welcome to look for it in other sources such as other books and the internet. Then the teacher instructs students to make a gallery on paper containing what they have found. In the gallery there are pictures and some explanations. Instruct them to stick it on the wall. Each group has two sections of people, one to surround the other group, one to stay in the group and explain the results of the gallery. This looks like a gallery exhibition when it first opened.

Students who are tasked with visiting other groups must record what they have learned from the other group's explanations. Teachers can see and observe the learning outcomes they get in general. After that the teacher can explain the conclusions of the learning results. The notes obtained from other groups can be used as reminders and sources of new reading because each group has different material. This is where teachers must spread knowledge evenly to students.

Based on the background described previously, this research was conducted to improve student learning outcomes in social studies subjects by using active learning strategies in the learning gallery type. Researchers hope that students can improve their learning outcomes and also increase their activity so that they are aware that active students will produce very meaningful learning goals.

2. Methods

In this research, researchers will use the classroom action research (PTK) method. It will be held at SMP Negeri 163 Jakarta which is located at Jalan Empang Tiga No.8 Pasar Minggu, South Jakarta. The time taken during the research was three months. The researcher used this method because he had experience while carrying out coursework, namely Teaching Skills Practices (PKM), so that the researcher could identify problems and plan this research.

The classroom action research model used is the Kemmis and Mc Taggart model which consists of four stages, namely, the Planning stage, the Implementation stage, the Observation stage and the Reflection stage. These stages will be carried out repeatedly and continuously. The subjects of this research were 36 students in class VII C at SMPN 163 Jakarta, 18 men and 18 women. The data sources from this research are teacher and student monitoring data as well as student question sheets that obtain student learning outcomes. Research using the learning gallery type active learning method is expected to improve student learning outcomes. This research can be said to be successful if students can achieve 80% above the minimum criteria

3. Findings and Discussions

The study titled "The Use of Active Learning Strategy Gallery Walk to Improve Social Studies Learning Outcomes for Junior High School Students" demonstrates that the implementation of the gallery walk active learning strategy significantly enhances students' learning outcomes in Social Studies. In this strategy, students are encouraged to actively participate through activities involving presentations, discussions, and reflections on the material being studied, utilizing the gallery as a medium for information delivery. The study's results indicate a significant improvement in conceptual understanding, active participation, and learning motivation among students. Those engaged in the gallery walk active learning

strategy showed higher academic achievement compared to conventional teaching methods, indicating the effectiveness of this strategy in creating a more interactive and collaborative learning environment. After the researcher carried out classroom actions for three cycles continuously. Researchers obtained the results of student learning development over three cycles. The following is the development of student learning outcomes in cycle 1, cycle 2, and cycle 3:

Table 1. Average Results and Percentage of Student Scores

Cycle	Average Percentage	Average Percentage
Cycle 1	60	28% of students ≥ 77
Cycle 2	73	50% of students ≥ 77
Cycle 3	83	83% of students ≥ 77

Source: research data

Based on the table above, it can be concluded that using the gallery type learning strategy in cycle 1 obtained 28% or as many as 10 students who got scores above the KKM, in this cycle it was still far from the success criteria. Therefore, the researchers continued their research in the second cycle. In cycle 2, student learning outcomes using this gallery type active learning strategy achieved 50% or as many as 18 students scored above the KKM. From these two cycles, an increase has been seen. However, in the second cycle the success criteria were still not achieved. So the researchers continued their research in the third cycle. In cycle 3, student learning outcomes using this gallery type active learning strategy were 83% or as many as 30 students had scored above the KKM. In this cycle, the researcher ended his research because the learning outcomes had passed the success criteria. The following is a distogram of student learning outcomes in cycle 1, cycle 2, and cycle 3.

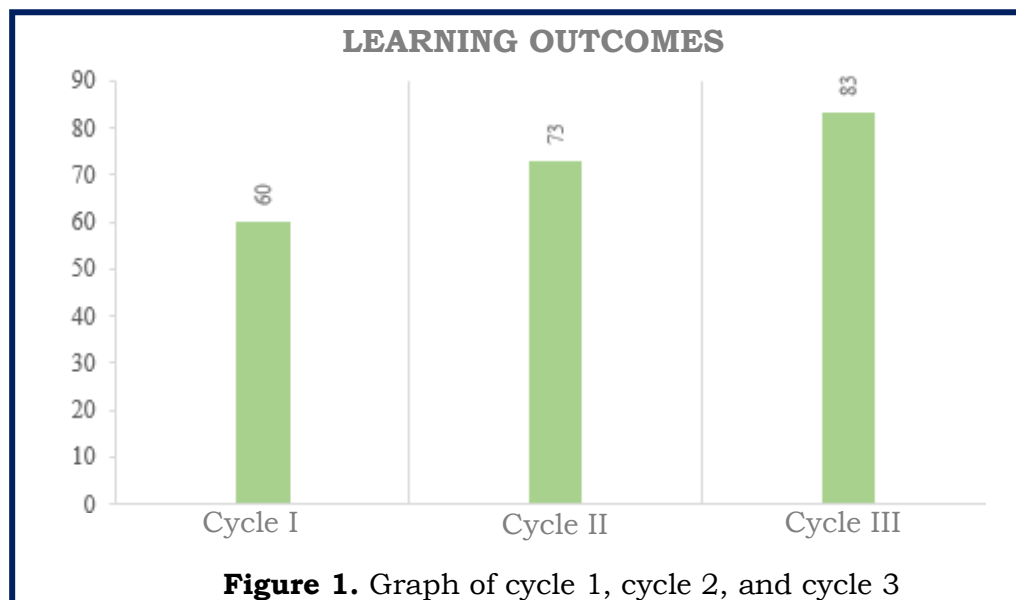


Figure 1. Graph of cycle 1, cycle 2, and cycle 3

From the histogram above, it can be concluded that the use of active learning strategies or gallery type Active Learning in class VII-C at SMPN 163 Jakarta can be said to be successful. Learning outcomes have reached the criteria for success. The use of gallery type active learning strategies from cycle 1 to cycle 2 has increased, so that in cycle 3 it has reached the success criteria. Below is data on the development of student learning outcomes in cycle 1, cycle 2 and cycle 3 as a whole:

Table 2. Student Score Data

No. Student	Cycle 1	Cycle 2	Cycle 3
1	35	45	65
2	55	80	90
3	45	80	90
4	60	30	80
5	55	65	75
6	80	80	85
7	80	65	80
8	15	50	80
9	45	75	85
10	50	75	90
11	75	90	90
12	40	70	85
13	50	70	80
14	85	90	90
15	55	80	90
16	55	80	85
17	70	90	90
18	55	80	80
19	65	85	85
20	80	75	85
21	80	80	80
22	55	75	90
23	55	60	75
24	55	75	85
25	60	80	75
26	55	60	85
27	50	50	80
28	55	80	80
29	80	50	80
30	80	95	80
31	60	70	75
32	55	80	90
33	80	80	85
34	80	90	95
35	50	70	75
36	80	90	90

Source: research data

Based on the table above, it can be seen that the development of student learning outcomes from cycle 1, cycle 2, to cycle 3 has increased quite significantly. In cycle 1, there were 10 students who had reached the KKM and 26 students who had not achieved it. In cycle 2, there were 18 students who had reached the KKM and 18 students who had not yet achieved it. Meanwhile, in cycle 3 there was an increase of 30 students who had reached the KKM and 6 people who had not yet achieved it.

4. Conclusion

Based on the explanation of the research results above, the use of gallery-type active learning strategies in social studies subjects at SMPN 163 Jakarta has succeeded in improving student learning outcomes. In cycle 1, the average score

was 60 with a percentage of 28%, then it increased in cycle 2 learning outcomes which obtained an average score of 73 with a percentage of 50%, and increased and reached the success criteria in cycle 3, which obtained an average score of 83 with percentage 83%. By using this they can maximize their learning outcomes. Therefore, the use of this gallery type active learning strategy can be used to improve learning outcomes. Teachers can use this strategy and can also develop and innovate this type of strategy and other types.

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