Application of the Gallery Walk Method to Increase Activities and Learning Achievement of Law Students in Pancasila Education Courses

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Abstract

The purpose of this study was to increase student activity and learning achievement seen from the activities in mastering the material and carrying out the assignments given to achieve the expected learning achievement. That learning is no longer understood as merely a knowledge transfer process but must be practiced by students. As a form of implementation of activities carried out by each law student. The specific target of this research is as an effort to increase student activity and learning achievement, activities carried out by students are doing classroom practice through the gallery walk method. This research is in the form of Classroom Action Research which consists of three cycles. The approach used in research is qualitative-quantitative to obtain research data. Quantitative data is obtained through giving tests, while qualitative data is based on the results of observations of the activities and achievements of students and lecturers in learning activities. Each cycle includes four stages, namely planning, action, observation, and reflection. The data sources of this research are all personnel who are directly involved in the research, namely first semester law students and lecturers. The tools used in data collection in this study were tests, observations and questionnaires. The types of data to be analyzed are quantitative and qualitative data. Quantitative data were obtained from the results of activity tests and student achievement on Pancasila learning material. Meanwhile, qualitative data in the form of observations of the gallery walk method of students in learning and lecturer activity data on the implementation of the action. Furthermore, the data will be analyzed qualitatively with the model of Miles and Huberman (2007) which includes (a) data reduction, (b) data presentation, and (c) drawing conclusions/verification and quantitative analysis by calculating achievement and activity observation data. Learn law students using the Percentage Correction formula.

Keywords: Activities, learning achievement, gallery walk, Pancasila.

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A. Introduction

Education is a very important human need, because education has a duty to prepare human resources for the development of the nation and state. Students are the next generation of the nation's struggle, therefore it is very necessary for students to instill cultural values in themselves, namely carrying out duties and responsibilities in the learning process in lectures to achieve optimal achievement and learning activities. Students are synonymous with criticality in thinking and every time they take action. It is not just academics that students excel at, but the duties and responsibilities in socializing and communicating as well as real contributions must be in students.

According to Al-Adawiyah & Syamsudin (2008) students are people who have a special position in society, especially their role as agents of Change. According to Fathurohman & Sulistyorini (2012) learning achievement is a result that has been obtained or achieved from activities that have been carried out or carried out. By knowing student achievement, it can be seen that the position of students who are smart, moderate or less. Students in the lecturing process in higher education will be determined by their learning achievement, the parameters of student success in learning can be seen from their academic scores or achievement index. The form of learning process activities is carried out with various variations including lectures, interactive discussions, case studies, independent assignments, and various
other academic activities, so that students are not so bored, because there are many cases that students are less interested in Pancasila Education, where the learning process is carried out in an monotonous.

Lecturers often invite students to think about general things in society that are actually wrong, especially in government agencies. So students are not only fixated on the material in the book but also the direct problems in their environment. With this, students can see a visualization of the phenomena that occur in society and are expected to provide solutions.

The student interaction above shows that the students’ achievement and learning activities are still low. The case experienced by researchers as lecturers of Pancasila courses, when providing the learning process. There are still many students who experience difficulties when faced with a gallery walk turn. Students are still confused and can’t practice it. In other words they can only say they don’t know and it’s hard to find it.

The learning problems above cannot be separated from the activeness of lecturers as one of the external factors of students in educating them. Learning through the application of active and interesting learning methods can certainly foster / increase student creativity which ultimately results in high learning achievement. But in reality, it is not uncommon for educators (lecturers) to carry out the teaching and learning process using conventional methods.

Based on the above problem conditions, a good and attractive learning method is needed to improve student achievement and learning activities in Pancasila education learning. One of the learning methods that can be tested to solve the above problems is the gallery walk learning method. This is evident from several research results which show that the learning gallery method is usually used with the aim that students have good learning achievement, because students carry out practice while doing assignments. The gallery walk method is one way of delivering teaching designed for students to be eager to find and find their own answers to assignments given by the teacher, Syaiful Sagala, (2005). Thus, students can learn something more and integrated due to the deepening and experiences of different students when facing new problems or situations. In addition, students are also guided to increase their knowledge and skills, activities and a sense of responsibility as well as the ability of students to utilize study time effectively by filling in useful and constructive activities.

Thus, through the application of the gallery walk method the learning process is more effective and efficient because the learning process is no longer solely centered on lecturers, but creates interactive learning between students and lecturers, and between students and students, so that it can improve achievement and learning activities. students in learning Pancasila Education.

This research will be conducted in the form of Classroom Action Research which consists of 3 cycles. Before the stages are carried out, first tests and preliminary observations are carried out to determine student understanding of the concept of Pancasila education learning materials. The test results and preliminary observations will be used as the basis for implementing the action through the application of the gallery walk method. The form of action to be carried out in cycle I is based on the results of the evaluation on the test and initial observation. Then the action in cycle II will be determined based on the results of the reflection in cycle I. While the implementation of the action in cycle III will be carried out based on the results of the reflection in cycle II. Cycle I was held in three meetings, while cycle II and III were each held in two meetings. The stages of the cycle are described as follows:

1) Cycle I

a. Planning, including: making learning plans according to the material and learning model to be carried out, making research instruments in the form of tests (questions and observation sheets, questionnaires and designing learning by applying the gallery walk method).

b. Action; The actions taken in the research were the implementation of the plans that had been made at the planning stage referring to the RPS that had been compiled at the planning stage. The actions taken were the implementation of teaching and learning activities through the application of the Gallery Walk method. In cycle I the action is carried out in three meetings and each meeting includes three stages which include initial activities, core activities, and final activities.

c. Observation and Evaluation; This observation is carried out by observing and interpreting the application of the Gallery Walk method in teaching Pancasila education. In this activity the researcher acts as a passive participant. Researchers observe and record all activities during the learning process. After that, the data were analyzed to determine whether or not there was an increase in the quality of activity and achievement and the learning process of Pancasila
education by applying the Gallery Walk method. At this stage an evaluation is carried out to measure the activities and achievements and assignments of student material.

d. Reflection; Reflection is carried out based on the results of data analysis, namely observation data, interview data, and assessment and evaluation data. This reflection aims to see the shortcomings and problems that are still found to be studied and then corrected in the next cycle. This reflection is also to see the achievement of research data by comparing it with the predetermined indicators of research success. In other words, this reflection aims to assess whether the learning process using the Gallery Walk method runs optimally and can increase student activity and achievement towards learning Pancasila education. The results of reflection in the first cycle are used to develop plans or scenarios for the next cycle.

2) Cycle II and Cycle III Cycle II and cycle III were each held in two meetings. Broadly speaking, the stages carried out in cycles II and III are the same as activities in cycle I. However, there are corrective actions taken in cycles II and III. As has been stated, the activity scenario in cycle II is based on the results of reflection in cycle I. Likewise in cycle III. The action plan carried out in this cycle is based on the results of the reflection in cycle II.

The tools used in data collection in this study were: (1) tests, (2) observation sheets and (3) questionnaires. The test aims to determine the activities and learning achievements of students in learning Pancasila education. Meanwhile, observation functions to observe all activities and changes in learning activities that occur at the time of giving actions, the effect of actions (intentional and unintentional), action constraints, how these conditions and constraints impede or facilitate planned actions and their effects, and other problems. While a questionnaire in the form of student responses to the ability of lecturers to manage learning using the gallery walk method. The data sources of this research are all personnel who are directly involved in the research, namely students and researchers (lecturers). The type of data to be analyzed consists of quantitative and qualitative data. Quantitative data were obtained from the results of students’ understanding tests of Pancasila Education learning materials. Meanwhile, qualitative data in the form of observations of student activities in learning and data on student responses to the implementation of the action.

In this study, data analysis technique is the process of searching for and compiling data systematically both data obtained from observations, questionnaires, field notes, documentation, and tests. This study uses two data analysis techniques (qualitative and quantitative). Qualitative analysis refers to the data analysis technique of Miles and Huberman's model, namely through three stages: (a) data reduction, (b) data presentation, and (c) drawing conclusions / verification.

Qualitative Data Analysis Components (Miles & Huberman, 2007)

a. Data reduction; This stage is intended to obtain a variety of data that really meet the requirements for analysis through a selection or simplification process so that the conclusions obtained in this study will not be doubted, and remove unnecessary data.

b. Presentation of Data; The analyzed data is presented in descriptive form in the form of graphics and words so that it is easy to understand. Meanwhile, activity data and student achievement in learning were analyzed quantitatively in the form of a percentage.

c. Withdrawal of Conclusions / Verification; Drawing conclusions will be done by noting data order, data classification, and meaning. Conclusions are described in the form of short and concise sentence statements, but contain a broad meaning. Then, quantitative analysis in the form of activity...
observation data and student learning achievement is calculated using the Percentage Correction formula as follows:

$$NP = \frac{R}{SM} \times 100$$

Information:
NP: Percent value sought
R: Score obtained by students (raw score)
SM: Maximum score

Furthermore, the quantitative data is interpreted in a qualitative form, namely in the form of easy-to-understand sentences.

### Table 4.1 Success Criteria (Arikunto, 2010)

| Percentage       | Criteria         |
|------------------|------------------|
| NP > 80%         | Very high        |
| 60% < NP ≤ 80%   | High             |
| 40% < NP ≤ 60%   | Moderate         |
| 20% < NP ≤ 40%   | Low              |

If the percentage in the predetermined student activity and achievement indicators reaches ≥ 75%, it is stated that the application of the Gallery Walk method can increase student activity and learning achievement.

### B. Discussion

1. **Instruments of Student Learning Outcomes (Tests)**
   a. **Student Assessment Cycle**

   This research was conducted with three cycles on student learning outcomes which can be seen by the improvement of each cycle in the learning cycle material for law faculty students.

   Following are the results of the law faculty student learning assessment (test) in Figure 1

   ![Law Student Assessment Cycle](image)

   Based on Figure 1, it can be seen that in cycle I, the results of individual learning scores are still categorized as moderate, the assessment of the number of 40 students is only 5 students who are good at learning with a value of 70, while students with a lower value of 40 are 4 students, the value of 55 is 15 students and those who are 60 totaling 9 students, thus no one has reached a score of 100, this is because in cycle I there has been no achievement in implementing the Gallery walk method. The second cycle of suadah began to get achievements from the learning material, namely from 40 students who achieved a total value of 75, namely 13 students, the next whose total score was 70, there were about 15 students and those who reached the remaining 65, namely 12 students, but none got a score of 100, this is because The achievement of the application of the material has not been fully absorbed by students, while in cycle III the student learning outcomes are much higher than before. We can see in the bar graph above with Figure 1 that there are 2 students who have a value of 100, values above 75 are 37
students and only 1 student whose score is below 75 this is because the achievement of learning material with the gallery walk method is successful in accordance with the reference in the Semester Learning Design.

b. Percentage of Student Learning Value

The percentage of student learning values is seen with a bar graph in Figure 2.

![PRESENTAGE OF STUDENT LEARNING VALUE](image)

Figure 2, seen from the first cycle, student test scores can be represented by using student scores to see the criteria for the success of the gallery walk method obtained, namely in the first cycle the percentage of assessments with the lowest percentage of 40% is found in 28 students and 60% of 12 students, for cycle II overall 80% reached 40 students, in cycle III the highest score up to 90% was 9 students. This percentage data shows that the gallery walk method can increase the activity and learning achievement of law faculty students in Pancasila education course material.

2. Student Activity Instruments (Observation)

a. The results showed that the instrument of law faculty student activity could provide an assessment that based on the bar graph of Figure 3.

![Student Activity Instruments (Observation)](image)

Based on Figure 3 above shows the number of students instrument seen from visual, oral, listening, writing, motor, and mental can be seen from the picture above that visually less observing and reading the material presented is comparable to those observing both giving numbers 20 each student, while orally those who were willing to ask questions, provide responses, provide suggestions, discussion and interruptions were more than 26 students, Students who listened to and paid attention to information conveyed by lecturers and other students with less listening were higher, namely 21 Compared to those who listened to only 19, the number of students who wrote was more, namely 23 students compared to those who did not write, only 17 students, for motoric movements they moved more than those who did not move, namely 21 students who were not moving, 19 students, and the last one was that students had mental mental strong with There are 26 students compared to those who are mentally deficient, only 14 students, this is because the students’ verbal and mental skills are higher than the others even though they must be related to each other, but these two things to arrive at the material using the oral Gallery walk method are very necessary to reveal directly about the material not yet understood so it is easier to
understand as well as mentally if a student is mentally strong then there will be no fear of expressing a learning material directly so that it is clearer so that the Gallery walk method is easier to apply and students are able to understand and easily implement it so that have a higher value achievement.

b. Observation of student activities in the teaching and learning process

The results showed that the instrument of law faculty student activity could provide an assessment based on the bar graph of Figure 4

![Bar Graph](image)

Based on Figure 4 above shows the instrument for the number of students seen from interest, attention, participation and presentation seen from the number of students who are interested and attention shows a fairly higher score, namely 22 students while low interest is only 18 students, while participation and presentation categories are also more dominant, namely 23 students and those who get a low score of 16 students, this can be used as an observation to make the gallery walk method so that the value of interest in law faculty students activities after the gallery walk method becomes better and increases.

C. Conclusion

1) Cycles I, II and III show different student assessment levels for the first cycle before the gallery walk method shows a moderate level of student assessment but after the gallery walk method shows a higher student grade level
2) Student observation activity shows sufficient visual and auditory
3) For learning process activities, it is the same as activities in that participation with presentations has sufficient value compared to interest and attention.

Student activities need to be done not only in the law faculty but also in other faculties using the Gallery Walk method.

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