

Increasing Students' Interest in Learning Islamic Religious Education Using the Gallery Walk Method

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ABSTRACT

Choosing interesting and varied learning methods is an urgent demand for teachers today, to deliver meaningful learning. Among these methods is the Gallery Walk method. This research aims to determine the influence of the Gallery Walk method on students' interest in learning about Islam. The method used in this research is a quantitative research method. Data collection was carried out using observation, questionnaires and documentation at the Tarbiyah Iqra Kapuas Hulu College of Science, Indonesia. Data analysis was carried out using correlational descriptive tests for quantitative data. Based on the results of data analysis, it was concluded that: 1) there was a significant influence using the Gallery Walk method on students at the Tarbiyah Iqra Kapuas Hulu Science College with material on Principles and Practices of Islamic Economics, resulting in an average score of 3.87. 2) The students' interest in learning at the Tarbiyah Iqra Kapuas Hulu College of Science after using the Gallery Walk method with material on Principles and Practices of Islamic Economics was included in the high category, producing an average score of 3.90. (3) There is a significant influence between the Gallery Walk method and class learning interest which shows a strong positive relationship and has a valid regression equation $Y = 24.417 + 0.687$.

Keywords: *Gallery Walk Method; Interest in learning; Active Learning; Cooperative Learning*

ABSTRAK

Pemilihan metode pembelajaran yang menarik dan bervariasi merupakan tuntutan mendesak bagi guru hari ini, untuk menghantarkan kepada pembelajaran penuh makna. Di antara metode tersebut adalah metode *Gallery Walk*. Penelitian ini bertujuan untuk mengetahui pengaruh metode *Gallery Walk* terhadap minat belajar siswa dalam pembelajaran agama Islam. Metode yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif. Pengumpulan data dilakukan dengan menggunakan observasi, angket, dan dokumentasi di Sekolah Tinggi Ilmu Tarbiyah Iqra Kapuas Hulu, Indonesia. Analisis data dilakukan dengan menggunakan uji deskriptif korelasional untuk data kuantitatif. Berdasarkan hasil analisis data disimpulkan bahwa: 1) terdapat pengaruh yang signifikan penggunaan metode *Gallery Walk* terhadap siswa Sekolah Tinggi Ilmu Tarbiyah Iqra Kapuas Hulu dengan materi Prinsip dan Praktik Ekonomi Islam, menghasilkan skor rata-rata dari 3,87. 2) Minat belajar siswa Sekolah Tinggi Ilmu Tarbiyah Iqra Kapuas Hulu setelah menggunakan metode *Gallery Walk* dengan materi Prinsip dan Praktik Ekonomi Islam termasuk dalam kategori tinggi dengan menghasilkan skor rata-rata sebesar 3,90. (3) Terdapat pengaruh yang signifikan antara metode *Gallery Walk* dengan minat belajar kelas yang menunjukkan hubungan positif kuat dan mempunyai persamaan regresi yang valid $Y = 24,417 + 0,687$.

Kata kunci: *Metode Gallery Walk; Minat Belajar; Pembelajaran Aktif; Cooperative Learning*

INTRODUCTION

Learning methods play a vital role in the success of the learning process in educational institutions. Teachers who use a variety of learning methods make students more enthusiastic about learning than teachers who use monotonous methods. If students' interest in learning is low, it will affect students' cognitive abilities. As Jimun et al., (2020) research results show, interest in learning influences student learning achievement. Apart from that, students' interest in learning can be seen when the learning process takes place. When they make noise and are not calm when the teacher explains the material, it means that the students are not interested in the lesson the teacher is presenting. Interest has a big influence on the learning process and outcomes (Setiawan Z, 2023). Enjoyable learning conditions will cause interest and learning outcomes to increase.

Schools as formal educational institutions systematically plan various environments, namely educational environments that provide various opportunities for students to carry out various learning activities (Masnia et al., 2018). This environment is structured and organized in a curriculum, which in turn is implemented in the form of a learning process. Additionally, eLearning achievement is a benchmark for describing the level of success of the learning process. In other words, the learning achievements obtained by students reflect the level of mastery of the learning material (Desrani & Zamani, 2021). The presence of a teacher in explaining and providing material can help students understand the lessons given to them so that children's learning achievement becomes optimal (Amin et al., 2020).

Several factors can influence learning achievement, namely internal factors, and external factors. From the results of field observations, the cause of the decline in student learning achievement can be seen from internal factors. The internal factor that occurs is students' interest in learning. Students' interest in learning is decreasing, this can be seen during lessons (Susanto et al., 2022). Students chat more, disturb their friends, and many take permission to go to the toilet, and even play a lost cellphone. The cause of a decrease in students' interest in learning about a lesson can be seen from the methods used by the teacher (Dvir & Schatz-Oppenheimer, 2020).

This interest is a very basic problem for students, but if left unchecked it will have a bad impact on the learning process (Rustam et al., 2020). If a child is not interested in a lesson, learning difficulties will arise, and the expected learning achievements will not be achieved. Methods are a way for teachers to transfer their knowledge, while students understand the knowledge conveyed through the methods that teachers apply. Frequently using the lecture method tends to be boring and reduces students' interest in learning (Ju et al., 2017). Because the nature of the lecture method is one-way communication that is centered on the teacher only, of course this process is not in line with the concept of student-centered learning.

Therefore, teachers need appropriate methods to increase students' interest in learning. One method that can be applied is the Gallery Walk method. The Gallery Walk method emphasizes the aspect of cooperation to solve problems within the

group (Insani & Sapriya, 2020). This method provides the opportunity for interaction between one student and another, so students do not feel bored in the learning process. Apart from that, applying the Gallery Walk method can make it easier for students to understand the material which means that students' learning outcomes have not reached their maximum. The Gallery Walk method also makes students interested in learning. The Gallery Walk method also makes students actively participate in learning (Delfitri et al., 2023).

Based on the description stated above, the author is interested in trying to use the method of Gallery Walk. It is hoped that by using this method students will have a great interest in learning, students will be active in seeking and discovering their own knowledge and together with friends they can solve problems and then make presentations. Therefore, based on the background of this problem, the author intends to conduct research with the title "increasing students' interest in learning islamic religious education using the Gallery Walk Method." The author hopes that the results of this study will become a reference for Indonesian teachers, especially Islamic religious education teachers, in implementing the learning process in the classroom.

METHOD

The approach used in this research is quantitative because it is easier to find out the results of practical educational problems and requires a relatively short time (Hodge, 2020). In general, this research will be carried out using descriptive correlational research. Given its nature, descriptive research in education functions more to solve practical educational problems. Correlation studies are part of descriptive methods that study the relationship between two or more variables, namely the extent to which variations in one variable are related to variations in other variables. The degree of relationship between variables is expressed in an index called the correlation coefficient.

The research carried out to obtain this data had a class population in this study. The researcher chose several members of the population as respondents from students at Sekolah Tinggi Ilmu Tarbiyah Iqra Kapuas Hulu, Indonesia, because this class supported the data needs. Data obtained from observations, questionnaires and interviews are still qualitative in nature. Because this research uses quantitative data which includes variables X and Variable Y, the qualitative data is included in the quantitative data through statistics.

RESULT AND DISCUSSION

Implementation of the Gallery Walk Method

The Gallery Walk method is a learning method that can improve students' ability to discover new knowledge and sharpen their memory when discovered and seen directly. In this method, students are asked to create works or ideas according to what they find during discussions with their group, which will then be published

on each classroom wall (Kautsar et al., 2023). When using the Gallery Walk method in student learning, it is hoped that students will be active, creative, and think critically in solving problems related to the material (Suseno & Winanto, 2023).

Before carrying out the analysis, the researcher first explains the steps for using this method (Masroh et al., 2019): 1) divide students into several groups, according to the number of students. 2) Each group gets HVS paper as needed. 3) determine the topic of discussion according to the learning material. 4) post the results of the discussion in front of the class. 4) observe the results of other group discussions that have been posted. 5) students present the results of the discussion and answer questions from other groups. After this process, the researcher carried out the analysis as follows:

After the analysis is carried out on each variable, the analysis is then directed at efforts to measure whether there is a relationship between the influence of the methods Gallery Walk with students' interest in learning with material on the Principles and Practices of Islamic Economics. Data from each variable was obtained through distributing questionnaires. From the data obtained, the frequency distribution of variables X and Y is declared normal, so it is necessary to carry out regression analysis. Systematically, the results of calculations in simple regression analysis with the help of SPSS 17.0 are obtained as follows:

**Table 1. Output Statistics Gallery Walk and Interest in Learning
Descriptive Statistics**

	Mean	Std. Deviation	N
Interest in Learning	78.03	6.387	30
Method Gallery Walk	78.00	6.319	30

The average level of student interest in learning is 78.03 with a standard deviation of 6.387. A standard deviation of 6.387 means that if it is connected to the average level of student interest in learning of 78.03 / person, then the level of student interest in learning will be around 78.03 ± 6.387 with the level of influence of the method *Gallery Walk* rate-rate 78.00

Table 2. Output Correlation Statistics
Correlations

	Student Learning Interests	Method Gallery Walk
Pearson Correlation	Student Learning Interests	1.000
	Method Gallery Walk	.680
Say. (1-tailed)	Student Learning Interests	.000
	Method <i>Gallery Walk</i>	.000
N	Student Learning Interests	30
	Method Gallery Walk	30

Table 3. Output Model Statistics Summary
Model Summary^b

Mo del	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Say. F Change
1	.680 ^a	.463	.443	4.765	.463	24.096	1	28	.000

Partial correlation between method influence variables Gallery Walk (X) with student interest in learning (Y) obtained a value of 0.680. This shows that there is a strong positive relationship. The positive meaning is that the relationship between variable Gallery Walk, then students' interest in learning will increase. Likewise, vice versa, the less the influence of the method of Gallery Walk the more the student's interest in learning decreases.

The contribution contributed by the influence of the method walks towards the interest in learning of class.

Table 4 Output Statistical ANOVA

Model	Sum of Squares	df	Mean Square	F	Say.
1 Regression	547.164	1	547.164	24.096	.000 ^a
Residual	635.803	28	22.707		
Total	1182.967	29			

Ho: a simple linear regression model cannot be used to predict students' interest in studying in class Gallery Walk.

Ha: a simple linear regression model can be used to predict students' interest in studying in class Gallery Walk.

Based on provision comparative testing between F count and F table. If F count < F table, then Ho is accepted, If F count > F table, then Ho is rejected. Where is the F Value count from the Anova table of 24.096 and the F value table of 4.20.

Based on probability value, If probability (sig) > α then Ho is accepted. If probability (sig) < α then Ho is rejected. From the Anova table the probability value (sig) = 0.00 and the significance level value α = 0.05. Comparing F_{table} and F_{count} as well as sig and α It turns out F_{count} = 24,096 > F_{table} = 4.20, then Ho is rejected. It turns out that 0.00 < 0.05, so Ho is rejected.

The decision is that a simple linear regression model can be used to predict students' interest in studying in class Gallery Walk.

**Table 5. Output Coefficient Statistics
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Say.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	24.417	10.957		2.228	.034	1.972	46.861
MethodGallery Walk	.687	.140	.680	4.909	.000	.401	.974

From table coefficients (a) shows that the regression equation model to estimate the level of learning interest of class Gallery Walk is: $Y = 24.417 + 0.687 \text{ Gallery Walk}$. From the equation $Y = 24.417 + 0.687 X$ several things can be analyzed, including: If students' interest in learning is without the influence of methods Gallery Walk ($X = 0$), then it is estimated that students' interest in studying in class Gallery Walking If carried out ($X = 1$), it is estimated that students' interest in learning will be $24,414 + 0.687 (1) = 25$ students.

The regression coefficient $b = 0.689$ identifies the magnitude of the increase in the level of student interest in learning for each increase in the influence of the method walk. The equation $Y = 24.417 + 0.687 \text{ Gallery Walk}$ will be tested whether it is valid or not. So to test the validity of the regression equation using the basic t-test. From table coefficients (a) obtained t valuecount= 4.909. The t table value can be searched using t-student. $t \text{ table} = t (\alpha/2)(n-2) = t (0.05/2)(30-2) = t (0.025)(28) =$

2.048. It turns out that $t = 4.909 > t_{table} = 2.048$. So it can be concluded that there is an influence between the methods of Gallery Walk with interest in studying class.

Discussion

Based on the results of the research above, we see that Islamic religious education learning using the Gallery Walk method is quite effective in learning. Where student interest in learning continues to show progress and improvement obtained from student learning outcomes. According to (Seprianto et al., 2020), Gallery Walk learning is a way of discussing that makes students get out of their seats and be active in collecting important sentence concepts, writing, and speaking in public. Gallery Walk methods or demonstration methods are used to provide opportunities for students to present and explain what they have learned (Rustam et al., 2020).

Several studies also state that through the Gallery Walk method, students are very enthusiastic about learning and produce good grades in their learning. By using Gallery Walk, it is hoped that learning obstacles can be overcome, such as learning material that is difficult for students to absorb optimally (Delfitri et al., 2023). This method can save lesson time efficiency and students can more easily understand the lesson. Gallery Walk allows students to create a work and see the work of other groups so they can fill in each other's gaps. Gallery Walk is a learning model that can be applied to all subjects and grade levels and provides an opportunity for each group member to express their ideas and ideas to improve the results of their group's work, as well as listen to suggestions and criticism from other group members so that it becomes an improvement for the group (Seprianto et al., 2020).

The research conducted concluded that the use of the Gallery Walk type cooperative method in learning electrical concepts can improve students' learning achievement in Natural Sciences. Another research conducted by Nur et al., (2023) succeeded in confirming that the application of the Gallery Walk method increased student learning activities. The Gallery Walk method emphasizes the aspect of cooperation to solve a problem within the group (Insani & Sapriya, 2020). This learning provides opportunities for students to interact between one student and another and students and educators in the learning process so that students do not get bored easily in the learning process (Kautsar et al., 2023).

The use of appropriate learning methods can be a solution to make it interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the participants' talents, interests, and physical and psychological development (Mansur et al., 2023). One learning method that has characteristics that suit the material is the gallery walk method. The gallery walk method is part of the learning strategy in the PAIKEM-based learning model (Shokhid et al., 2020). The gallery walk method is a learning method in which several groups participate in the activity for discussion, complete the task together and then show it off while walking to other groups (Pancawati, 2022).

Several benefits can be observed from using the Gallery Walk, including: a) making the teacher's work easier in teaching, because there is already a group of experts tasked with explaining the material to their colleagues; b) equal mastery of material can be achieved in a shorter time; c) this learning method can train students to be more active in speaking and expressing opinions; d) weak students can be helped in solving problems, implementing peer guidance, a higher sense of student self-esteem and improving attendance; e) deeper understanding of the material, increasing learning motivation; f) in the teaching and learning process students have positive interdependence; g) can provide opportunities for students to collaborate with other groups; h) each student complements each other (Pancawati, 2022).

CONCLUSION

There is a significant influence between the Gallery Walk method and students' interest in learning about Islamic religion at Sekolah Tinggi Ilmu Tarbiyah Iqra Kapuas Hulu. This is based on: a) partial correlation between method variables Gallery Walk (X) with student interest in learning (Y) obtained a value of 0.680. This shows that there is a strong positive relationship. The positive meaning is that the relationship between variables *Gallery Walk*, then students' interest in learning will increase. Likewise, vice versa, the less the influence of the method of Gallery Walk then more the student's interest in learning. The contribution contributed by the influence of the method of Gallery Walk on students' interest in learning by 46.3%. b) regression equations = $24.417 + 0.687 \text{Gallery Walk}$, which means that student's interest in learning is without the influence of methods Gallery Walk ($X=0$), then it is estimated that students' interest in studying in class Gallery Walk if carried out ($X=1$), it is estimated that students' interest in learning will be $24,414 + 0.687 (1) = 25$ students. regression coefficient $b = 0.689$ identifies the amount of increase in students' level of interest in learning for each increase in the influence of the method Gallery Walk. c) the results of the validity of the regression equation calculated using the t test, namely $t = 4.909 > t_{table} = 2.048$ and probability techniques with results $\text{sig} = 0.00 < 0.025$. This means that the regression equation $Y = 24.417 + 0.687 X$ is valid.

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