Student's Participatory Skill in Cooperative Learning with Gallery Walk Type

Nisrina Nurul Insani and Sapriya Sapriya

Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia

nisrinanurulinsani@gmail.com, sapriya@upi.edu

Keywords: Cooperative Learning, Gallery Walk, Participatory Skill.

Abstract: The objective condition of vocational high school (SMK) Teknologi Industri Pembangunan Cimahi indicated that there was problem in students' participatory skill namely lack of responsibility in accomplishing the task, lack of initiative and creativity in learning, and lack of discipline and openness to acquire new knowledge.   This study was aimed to enhance students' participatory skill. Population in this quasi experiment were students of class X with sample were students of class X TEI B as experiment class and students of class X TEI C as control class. The result of questionnaire given after implementing civic education learning with cooperative learning model with gallery walk type showed that 68 percent of students chose to often attentive to their friends' idea during discussion, 44 percent of students chose to actively take part in discussing learning task responsibly. In addition, 32 percent of students are able to express the idea both with spoken or written and orally. The high percentage in indicator in this questionnaire showed that cooperative learning with gallery walk type capable to improve students' participatory skill.

1   INTRODUCTION

The objective condition in field find that students of SMK Teknologi Industri Pembangunan Cimahi had not performed their participatory skill optimally. For example, lack of responsibility for learning task and work assigned, lack of initiative and creativity in learning and working during on-the-job training, lack of discipline and openness to search new knowledge in industrial world.   Basically, that problem occurs because learning process in school had not optimal to develop students' participatory skill. If that problem is not solved, then students after graduated will find difficulty to compete in getting the job in work field. Therefore, learning strategy development is needed which is suited to develop students' participatory skill. This study aims to develop learning strategy which is appropriate to develop students' participatory skill.

Learning strategy which is synergy with learning style indicate interactive influence between learning strategy and thinking style to enhance learning outcome in understanding concept and applying concept (Purwowidodo, 2016).   The cooperative learning model with galley walk type is one strategy which can be used in civic education learning to enhance students' civic skill particularly skill to understand concept and interaction or participation. Gallery walk is learning style to asses and recall what had been learned (Siberman, 2014; Machmudah and abdul, 2008). Gallery walk method is intended that each group member has opportunity to give their contribution and listen to other member thinking and view (Asmani, 2011; Uno and Mohamad, 2011).   The concept of gallery walks according to Francek (2006) is that "Gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing and public speaking.   The technique also cultivates listening and team building skills."

"Gallery Walk is an activity that allows the students to actively generate and display their ideas around the classroom in an interactive way. These shared responses are group project in the learning community. This discussion technique gets students out of their seats and into a mode of active engagement. It allows for formative assessment, as teachers can see students' levels of understanding about topics of study. It means that, the students make a discussion that allows them to gets out from their chairs in order to get a point of the topics. This activity helps students to understand the topic by

discussing the material together among the participants in the classroom. It helps teacher to brainstorm the students to increasing their knowledge" (Perez, 2014).

The procedure of galley walk among others are: Divide students into some groups consist of two until four members. Instruct each group to discuss the material in the lesson they had been taken. Then instruct them to make a list in wide paper containing this learning outcome. Attach that list on the wall. Instruct students to walk around each list. Instruct each student to give checklist mark near the learning outcome which also he/she can obtain in another list other than his/her own list. Survey the result, observe the learning outcome which is obtained most general. Explain the rest of learning outcome which is unusual or unexpected (Silberman, 2014). One advantage of galley walk is "gallery walk facilitate students to create a work based on understanding and creativity of each student toward a problem or task given" (Persada, 2015). Whereas, the disadvantage of this method is if there are too many members in group, then some students will rely on their friends' work, teacher needs to be extra careful in monitoring and assessing individual activeness and collectively and class setting arrangement which is more complex (Gufron, 2011).

Branson (1998) stated that "If citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities, they not only need to acquire a body of knowledge such as that embodied in the five organizing questions just described; they also need to acquire relevant intellectual and participatory skills." Civic skills comprise intellectual skills and participatory skills in the life of nation and state. The example of intellectual skill is skill in responding various political problems such as designing dialog with Regional Representative Body. The example of participatory skill is skill in using right and duty in law, such as contact and report to the police when they know the criminality (Muchtarom, 2011; Sadeli and Wati, 2013).

The National Standards for Civics and Government and Civics Framework for the 1988 National Assessment of Educational Progress (NAEP), (Branson, 1998) "categorize these skills as identifying and describing; explaining and analyzing; and evaluating, taking, and defending positions on public issues." Those skills can be categorized as interacting, monitoring, and influencing" (Branson, 1998). This participatory skill can be described as interaction, monitoring and influencing.

2 METHODS OF STUDY

This study used experimental quasi type with Non-equivalent Control Group Design as method of study. Quasi experimental method is the study which almost the same with real experiment, the difference can be seen in its control which only done to one variable (Sukmadinata, 2005). Whereas The Non-equivalent Control Group Design divide subject into two groups which will be given pre-test, then given treatment, and finally given post-test" (Emzir, 2009). Population in this study are students of class X (tenth) in SMK Teknologi Industri (TI) Pembangunan Cimahi. Sample consist of two groups namely class X TEI-C as control class with total of 25 students and class X TEI-B as experiment class with total of 25 students.

Data collection technique used in this study is test and questionnaire. Test used in this study is achievement test made by teacher (researcher), consist of two stage of test namely pre-test and post-test. Test is multiple choice test which is adapted from the item made by Muttaqin (2016) for Civic Education item about the right and duty in democracy. The questionnaire used in this study is closed questionnaire. The questionnaire in this study is arranged based on questionnaire adaptation which had made earlier by Sulianti (2015) and Yulistian (2015) about questionnaire which measure "participatory skill." The form of questionnaire use Likert model with SSHA (Survey of Study Habits and Attitudes) type from Brown and Holtzman which had been adjusted with study theme with scale as follow: 5 = Always; 4= Often; 3=Sometimes; 2 = Seldom and 1 = Never.

3 RESULTS AND DISCUSSION

3.1 Students' Participatory Skill in Cooperative Learning Model with Gallery Walk Type

Participatory skill can be outlined as interaction, monitoring and influencing. Interaction relate to communication ability and cooperate with the others. Monitoring relate to ability in influencing political and governmental processes. Participatory skill is found in learning by using gallery walk demand students to work collaboratively, discussion, and correct their understanding toward learning material learned directly to enhance student's activity particularly in group discussion and presentation of group work result. Students can

work individually and in group, and able to responsible for all individual and group tasks (Yusnidar, 2014; Kahayun et al., 2015). Wood and Janis (2001), there are two benefits that can be delivered by Gallery Walk strategy. The first benefit is to provide participants with the opportunity to think about and share the process that is used to read, write, or speak. The second benefit is to facilitate a comparison between the participants' descriptions of their reading, writing work with the presenter's work. It can be concluded that Gallery walk let the students to share idea with other about their own opinion of the work. Therefore, learning model of gallery walk indirectly will be able to train, develop and enhance students' participatory skill because the learning process fulfill participatory skill indicator namely interaction, monitoring and influencing.

The result of questionnaire analysis for experiment class explains that 68 percent of students in experiment class choose to attentive to their friends' idea during discussion in group, 44 percent of students choose to actively discuss learning task responsibly, and express the idea during discussion. In addition, observation result during learning process shows that students' learning activity both individually and in group is enhanced. Learning activity done by students among others are attentive to teachers when explaining learning material, read learning material, discuss together in group, write discussion result in carton paper then attach it on the class wall, and assess work result of another group by giving checklist on writing they agreed as correct. That data proves that cooperative learning model with gallery wall type capable to enhance students' participatory skill. Laura (2011) explains that there are some procedures that involve in "gallery walk strategy as follow: start from teacher explain about the component of Gallery walk, and teacher give the brainstorm about possible roles that related with they discuss, after that the students divide to be some group give the time to show what they know on their poster or images. The students work together to show what they know about their posters, after that the teacher call each group to front of the class and express the result of discussion their posters around the room, and show what they know about it".

That 68 percent of students attentive to their friends' idea during discussion in group is part of interaction in participatory skill. This is in accord with the idea which explain that "interaction skill comprises listen attentively, question effectively, express thinking and feeling, and manage the conflict through mediation, compromise and agreement" (Winarno, 2013). Actively discussing learning task responsibly can be categorized as

monitoring ability. This is in accord with the study which explained that "the ability in monitoring public issue comprise research public issue through literature study and field study, attend public meetings, and observe political and court process" (Winarno, 2013). Discuss together learning task can be means that students learn to research the issues emerged in literature study. Express the ideas during discussion in front of group or class is part of the ability in influencing. This is in accord with literature study which state that "the ability in influencing public issues comprise make petition, public speaking, make testimony for the public bodies, involve in advocacy group, build alliance, and vote" (Winarno, 2013).

3.2 Participatory Skill Difference in Students Who Use Cooperative Learning Model with Gallery Walk Type and Concept Map

Based on questionnaire result of students in two classes in this study, both experiment class and control class had showed good participatory skill. Civic participatory skill in the form of interaction act is showed by 52 percent of students in experiment class and 44 percent of students in control class who state that always monitor and tolerate or understand among each other. Then monitoring skill is showed by students who often attentive to their friends' idea during discussion in group, 68 percent of students in experiment class and 48 percent of students in control class. Civic skill in influencing is showed by 44 percent of students in experiment class who choose to express the idea during discussion, and 52 percent of students in control class who choose to build cooperation with the others.

After seeing data of questionnaire result above, it can be known that there is significant difference in participatory skill between class who use cooperative learning model with gallery walk type and class who use concept map. That there is no significant difference due to two learning types are categorized in cooperative learning model which have advantage and disadvantage characteristics which are almost the same and not much differ in its application process in learning. The advantage which can be showed in cooperative learning with gallery walk type and concept map is that learning process together in group result in interaction among students so peer's tutors can help and tutor each other. The task which is done together by rewriting learning material in the form of table in galley walk

learning or drawing it in thinking map containing concept in concept map learning, both help students' memory and understanding toward the material learned.

Evaluation of limitation of this method found that there are some members of group who are very active in doing most tasks and less able to cooperate with their friends in group. There are also some members of group who are less active and less attentive in learning process. In addition, there is group who less able to explain the material or concept learned in depth. Basically these limitations which had been explained in literature study should be anticipated. Another limitation of cooperative learning is: if learning is not designed well and appropriately, then this cooperative learning method can make some members of group to do all or most tasks (in learning), whereas the other members doing nothing and just following the task result which had been done (Slavin, 2009).

"Cooperative learning groups can offer potentially valuable learning opportunities, but teachers need to be aware that simply adopting one of the cooperative learning structures does not necessarily promote deep engagement. On the contrary, teachers should expect some resistance, and the following issues should be carefully considered" (Herrmann, 2013).

3.3 The Effectiveness of Cooperative Learning Model with Gallery Walk Type to Enhance Students' Participatory Skill in Civic Education Learning

Learning is said effective if achieve the desired target, both from learning goal and student's achievement which is maximal. Some indicators of learning effectiveness are: achievement of learning accomplishment, achievement of student activity effectiveness namely suitability between material content and student ability, achievement of teacher ability effectiveness in managing learning such as learning time proportion dedicated to teaching learning activity, and students give positive response to learning in which in average they do the task (Sinambela, 2006; Baroroh, 2009).

If seeing the result of finding and analysis, cooperative learning model of gallery walk type is effective in enhancing students' participatory skill in civic education learning. This is evidenced by effectiveness of student's activity between material content and student ability, in which students can

give checklist mark to their friend's result as agreement and they are equally understanding the material given. The effectiveness of teacher ability in managing learning is by high percentage of learning time dedicated to teaching learning activity, and students give positive response to learning which is showed by student's excitement in writing and drawing concept material on carton paper by using color marker accompanied by creativity by adding another picture and symbol as supporting material.

4 CONCLUSIONS

Civic education learning by using cooperative learning model of gallery walk type had fulfilled the indicator of effective learning in enhancing students' participatory skill. Gallery walk can make students attentive to their friends' idea during discussion, express their idea during discussion, and tolerate and understand among each other. It had showed that students had possessed good participatory skill namely interaction, monitoring and influencing.

REFERENCES

Asmani, J. M., 2011. *7 Tips Aplikasi PAIKEM (Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan)*, Diva Press. Jogjakarta.

Baroroh, 2009. Efektivitas Pembelajaran Kooperatif Dalam Meningkatkan Aktivitas Dan Prestasi Belajar Mahasiswa. *Jurnal Ekonomi & Pendidikan.* Vol 6, No 2 (2009) Publisher: Fakultas Ekonomi UNY.

Branson, S. M., 1998. The Role of Civic Education, A Forthcoming Education Policy Task Force Position. *Paper from the Communitarian Network,* (online) available at: www.civiced.org.

Emzir, 2009. *Metodoogi Penelitian Pendidikan: Kuantitatif dan Kualitatif*, PT. Raja Grafindo. Jakarta.

Francek, M., 2006. Promoting Discussion in The Sciene Classroom Using Gallery Walk. *Jurnal of Collage Science Teaching, National Science Teachers Assosiation.*

Gufron, M., 2011. *Implementasi Metode Gallery Walk dan Small Group Discussion dalam Meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam Kelas VIII E di SMP Negeri 1 Banyuanyar Probolinggo.* Skripsi Sarjana. Malang: Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Herrmann, K. J., 2013. The impact of cooperative learning on student engagement: Results from an

intervention. *Active Learning in Higher Education.* 14(3) 175 –187.

Kahayun, Wakidi, Ekwandari, 2015. Pengaruh Gallery Walk Terhadap Minat Belajar Sejarah Di SMAN 1 Natar. *PESAGI (Jurnal Pendidikan dan Penelitian Sejarah).* Vol.3 No.2 2015 Publisher FKIP Universitas Lampung.

Laura, 2011. *Building Academic Language through Content-Area Text*, Cambridge University Press. Cambrigde.

Machmudah, U., Abdul, W. R., 2008. *Active Learning dalam Pembelajaran Bahasa Arab*, UIN-Malang Press. Malang.

Muchtarom, 2012. Strategi Penguatan Nilai-Nilai Pancasila Melalui Inovasi Pembelajaran Pkn Berorientasi Civic Knowledge, Civic Disposition, dan Civic Skill di Perguruan Tinggi. *PKn Progresif.* Vol. 7 No. 2 Desember 2012.

Perez, K., 2014. *The New Inclusion. Differentiated Strategies to Engage All Students*, Teachers College Press. New York.

Persada, A. R., 2015. Pengembangan Satuan Acara Perkuliahan (SAP) Pemograman Linier Berkarakter dengan Penerapan Metode Gallery Walk untuk Meningkatkan Kreativitas Mahasiswa. *Eduma Mathematics Education Learning and Teaching.* Vol.4 No.1 2015 *Publisher Jurnal Jurusan Tadris Matematika.*

Purwowidodo, A., 2016. Pengaruh Strategi Pembelajaran dan Gaya Berpikir Terhadap Pemahaman dan Penerapan Konsep IPS Siswa Kelas VII SMPN. *Jurnal Ilmu Pendidikan.* Jilid 22, Nomor 2, Desember 2016, hlm. 95-100.

Sadeli, Wati, 2013. Peran Pembelajaran Pendidikan Kewarganegaraan Dalam Meningkatkan Keterampilan Berpikir Kritis Pada Siswa SMP Muhammadiyah 1 Purwokerto. *SAINTEKS.* Vol 10 No 12 Publisher Universitas Muhammadiyah Purwokerto.

Siberman, M., 2014. *Active Learning 101 Cara Belajar Siswa Aktif,* Nuansa Cendekia. Bandung.

Sinambela, N. J. M. P., 2006. *Keefektifan Model Pembelajaran Berdasarkan Masalah (Problem-Based Instruction) Dalam Pembelajaran Matematika untuk Pokok Bahasan Sistem Linear dan Kuadrat di Kelas X SMA Negeri 2 Rantau Selatan Sumatera Utara,* Program Pasca Sarjana Universitas Negeri Surabaya. Surabaya, Thesis.

Slavin, 2009. *Cooperative learning teori, riset dan praktik*, Nusa Media. Bandung.

Sukmadinata, N. S., 2005. *Metode Penelitian Pendidikan*, PT. Remaja Rosdakarya. Bandung.

Uno, H., Mohamad, N., 2011. *Belajar dengan Pendekatan Pembeljaran Aktif Inonatif Lingkungan Kreatif Efektif Menarik*, PT. Bumi Aksara. Jakarta.

Winarno, 2013. *Pembelajaran Pendidikan Kewarganegaraan: Isi, Strategi dan Penilaian*, Bumi Aksara. Jakarta.

Wood, K. D., Janis, M. H., 2001. *Strategies for Integrating Reading and Writing in Middle and High School Classrooms*, National Middle School Association. New York.

Yusnidar, 2014. Penerapan Metode Gallery Walk untuk Meningkatkan Kemampuan Menulis Teks Analytical Exposition Bahasa Inggris Siswa Kelas XI IPA-1 MAN Model Banda Aceh. *Getsempena English Education Journal.* Vol.1 No.2 201.