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METHOD *GALLERY WALK* ON STUDENTS' LEARNING OUTCOMES IN IPA LESSON IN CLASS IV SDN 8 KWANDANG, UTARA GORONTALO REGENCY

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Abstract:

This article aims to determine the application of the gallery walk method in improving student learning outcomes in science learning. Thus the gallery walk or learning gallery method is a group learning strategy that provides opportunities and contributes to each member to listen to the opinions of other members and can lead to the emotional power of students to discover new knowledge. Improved learning outcomes are not only supported by the willingness of students to want to learn well, but the learning methods used by teachers also affect student learning outcomes

Key Words: Gallery Walk, Learning Outcomes, Science Lessons

INTRODUCTION

Learning is a complex process and involves various interrelated aspects. In the learning process the teacher provides guidance and provides various opportunities that can encourage students to learn to gain experience in accordance with the learning objectives, not least in science learning. Several factors that can support the achievement of basic competencies include learning models, approaches to the learning process, and learning facilities such as classrooms, laboratory rooms, library rooms and the learning media used.

According to Dengo (2018), problems that are often encountered in science learning, especially in Madrasah Tsanawiyah, include the way the material is presented to students which is less fun and less involving students, so that less than optimal results are obtained and the lack of creativity and teacher skills in choosing and using strategies. learning. The low learning enthusiasm of students resulted in low learning outcomes.

The above problems need to find a solution so that it is not sustainable. One solution is that teachers are able to choose and apply learning methods that can motivate students to be more active in learning science and improve their ability to understand science material. Of the existing learning methods, one of which is the gallery walk method.

DISCUSSION

Gallery Walk Method The

Use of methods in learning activities is very necessary because to facilitate the learning process so that optimal results can be obtained on the subject matter given. According to Dengo (2018) the gallery walk method is one of the Active Learning learning models. Active Learning learning model is a form of learning process that emphasizes students to move actively as learning subjects, namely students hear, see, ask questions, and discuss one learning material. Gallery walk consists of two words, namely gallery and walk. Gallery means exhibition. Meanwhile, walk means to walk, to step. So, a gallery walk is an activity to introduce students' products or works of art, then judged by other students. So that students can reflect when feedback comes from classmates.

Thus the gallery walk or learning gallery method is a group learning strategy that provides opportunities and contributes to each member to listen to the opinions of other members and can lead to the emotional power of students to discover new knowledge. According to Muawiah (2021) the gallery walk method is a strategy or approach that is applied to achieve a certain goal. gallery walk is a method or method used to assess and remember what students have learned during the learning process, this is a way to increase the activity of students so that they are able to remember and understand lessons during the teaching and learning process and in its application use it to build group cooperation. (cooperative learning) and provide mutual support, understanding and correction in learning. Provide opportunities for students to demonstrate knowledge and skills both in developing, processing and presenting information about the topics discussed in the learning process. Students can also hear, see, ask questions, and discuss about one learning material. Gallery walk is also interpreted as a demand for students to be able to develop their thinking skills, so that it affects their learning outcomes.

Learning Outcomes

Improved learning outcomes are not only supported by the willingness of students to want to learn well, but the learning methods used by teachers also affect student learning outcomes. Facts in the field there are still some teachers who use learning models that are less attractive to students, thus making students less serious in participating in classroom learning.

According to Kristin (2016), learning outcomes are the pinnacle of student learning success towards the learning objectives that have been set. Student learning outcomes can include aspects of cognitive (knowledge), affective (attitude), and psychomotor (behavior). Meanwhile, according to Suparno (in Kristin, 2016) who wrote that, "Learning outcomes are influenced by students' experiences with the physical world and their environment". A person's learning outcomes depend on what he already knows; eg concepts, goals, and motivations that affect interactions with the material being studied. "Learning outcomes are not only limited to tests or exams but are very broad. Learning outcomes can be seen from; a) changes in children's behavior; b) changes in children's mindset; c) build a new concept". The success of student learning can be influenced by the following factors; material factors, environment, instruments (curriculum, teachers/teachers, models and teaching methods). To obtain effective and good learning outcomes, this instrumental factor is designed in such a way that it is in accordance with the learning material and subject.

Meanwhile, according to Amin (2017) assessment is an important step in the implementation of the learning process. Assessment is carried out with the aim of knowing the extent to which the mastery of competencies that have been mastered by students. In addition, the assessment also aims as a follow-up to the teacher in the implementation of learning. The teacher as a learning designer must be able to mix a combination of online and offline assessment types, both test and non-test.

Science Learning

In relation to science subjects, the use of media should be carried out. First, the structure and content of science is full of abstract concepts and principles, so that the media is able to concretize those abstractions according to the cognitive capacities of elementary school children which are still concrete operational; Second, by looking at the cognitive capacity of elementary school children and that natural phenomena are an elementary science platform, science materials should be simple and practical, which can only be stated if assisted by the media.

According to Wahyu (2020) science media helps students to find out about nature systematically, so that science is not just a mastery of knowledge in the form of facts, concepts or principles, but also the process of discovery. Science is not only a collection of laws, unlike a catalog that is detached from concrete reality, but is a creation of the human mind with ideas of free discovery and concepts. Science theories try to describe reality and determine its relationship to facts on earth.

Meanwhile, according to Widiana (2016) Science lessons are one of the important subjects instilled in students because through science learning, students are able to be scientific in solving the problems they face. Science learning is expected to be a vehicle for students to learn about themselves and the natural environment, as well as prospects for further development in applying it in everyday life. Science lessons have an important role in human development, both in terms of the development of technology used to support their lives and in terms of the application of concepts.

CONCLUSION

Learning is a complex process and involves various interrelated aspects. In the learning process the teacher provides guidance and provides various opportunities that can encourage students to learn to gain experience in accordance with the learning objectives, not least in science learning. For this reason, in every implementation of learning, teachers are required to be able to apply and also master teaching methods that are in accordance with the material presented. Because in each method selection, it must be appropriate and suitable to be applied

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