



Application of Learning Models Gallery Walk on Material System Respiration for Improving Learning Outcomes

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Abstract: The purpose of this research was to find out whether the application of the Gallery Walk learning model to the Respiratory System material could improve student learning outcomes in class XI IPA 3 UPT SMA Negeri 7 Wajo. While the results of the study showed that the results of the first cycle test in table 1. 22 students had completeness with a proportion of 62.90% while those who were still under the minimum completeness criteria were 13 students with a proportion of 37.1%. Students who complete the first cycle are in the 62.90% category while the results of the second cycle test are in table 2. It can be seen that as many as 30 students with a proportion of 85.70% experienced completeness, while the other 5 students with a proportion of 14.30% individually still below the minimum completeness criteria value. Students who complete learning in cycle II are in the high category with a proportion of 85.7. Thus the results of the second cycle test have been successful and in table 3. it can be seen the completeness of student learning in cycles I and II. Based on the results of the research that has been described, it can be concluded that the application of the Gallery Walk learning model can improve student learning outcomes in class XI IPA 3 UPT SMAN 7 Wajo in Biology subject.

Keywords: Gallery Walk; Learning Model; Learning Outcomes; System Respiration

Introduction

Education can said as something gate passed by each man going to more life Good with fight for things smallest until things biggest (Khairi et al., 2023). According to Fitriah & Mirianda (2019) Education is A stock For chase everything that someone is targeting in his life so that without education everything you've ever dreamed of will it gets really hard For can embodied .

In the world of education, of course what is called a learning model is needed. Learning models it is very important applied in the learning process so objective learning Can achieved with effective and efficient (Mukaromah & Azzamzuri, 2023). Objective the use of learning models is a learning model can used For help educator develop their teaching materials need For communicated to students on assessment end so that can see he finished activity learning (Isrok'atun & Rosmala, 2018).

Learning models is something to design activity education so that the implementation in learning can be

effective, attractive, easy understood and deep clear order (Octavia, 2020). When choosing a learning model that should noticed is desired goal accomplished, properties eye lessons, characteristics students and non-technical problems. Learning models is as something design that describes the process of detailing and creation situation enabling environment student interact so that happen change or self-development student (Sugiyono, 2018).

Learning models is something pattern or steps learning implemented and implemented in order to achieve the goal or competence from results expected learning will fast achieved with more effective and efficient (Kaban et al., 2021; Seprianto et al., 2020). The use of learning models that are not appropriate will also has an effect on the results Study for student (Hayani & Utama, 2022).

Based on results observations made at UPT SMAN 7 Wajo, problems that occur so that influence results Study student is still a learning process using conventional learning models so the learning process

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going on monotone as well as not enough involve student in solve related problems with the material being taught. Based on a number of descriptions, can concluded that There are problems faced by students in follow the learning process teach.

From trouble the a teacher should capable choose an interesting model and media for grow interest learn to get increase achievement results study student (Indah, 2021). So, in research This chosen method learning cooperative with the Gallery Walk model as one of the learning models that will be used. Gallery walks originates two words namely gallery and walk. Gallery means exhibitions and walk which means walk or stepped (Tsani et al., 2016). So by literal gallery walk can be said as something activity for introduce product or results work participant art educate, then rated by participants teach others, so participant educate can do reflection when bait come back come from Friend classmate (Laura, 2014; Yulita, 2018) .

From the problems that have described above _ for increase results Study student researcher initiative for do study based on problem the with title "Application of the Gallery Walk Learning Model on Material System Breathing for Improving Learning Outcomes Student Class XI IPA 3 UPT SMAN 7 Wajo."

Method

This study is a class action study. Class action study is a research activity that is challenging, simpler, not as complicated and as rigorous as other learning (Oktaviani 2021). With a research design specifically made to improve the quality of learning in the classroom, this research was carried out at UPT SMAN 7 Wajo Cendana Sengkang road, Lapongkoda Village, Tempe District, Wajo Regency. The total for the 2021/2022 academic year is 35 students, consisting of 16 students and 19 female students. Instrument in this study use test which is evaluation or questions used for measure knowledge, skills and talents or abilities possessed by students and sheets observation.

Results and Discussion

Result

Test data results of the end of cycle 1 is listed in the Table 1.

Table 1. Description Data Completeness of Biology Subjects for Students Class XI IPA 3 UPT SMAN 7 Wajo 2022 Cycle I

Mark	Category	Amount Student	Percentage %
75-100	complete	30	85.70
0-74	No complete	5	14.30
Amount		35	100

Based on the test results in the table above, it can be seen that 22 students experienced completeness with a percentage of 62.90% while those who were still below the minimum completeness criteria were 13 students with a percentage of 37.1%. Students who complete the first cycle are in the 62.90% category.

Cycle I Reflection

The results of activities and data analysis in cycle I found several problems that needed to be corrected during the learning process using the Gallery Walk learning model to continue cycle II as follows at the beginning of the implementation of the student's actions have not followed the learning optimally (Seprianto et al., 2020; Setiawan & Nuraisah, 2018). This is because students are not familiar with learning using the Gallery Walk model. Students are still in the adjustment stage using the new learning model; lack of student attention when the teacher explains; lack of encouragement from teachers to students to participate in working on worksheets; and there are 12 students who have learning outcomes that have not achieved a learning completeness score (Awal & Sari, 2019).

From the results of this reflection, it is necessary to re-do the planning stage to overcome the problems that occurred in cycle I (Dengo, 2018). The follow-up actions taken from the reflection are as follows: re-explaining the steps for implementing the Gallery Walk learning model which focuses learning on students so that students must be active in the learning process; the teacher is expected to give affirmation to students to pay attention and listen when the teacher is giving an explanation; in the next cycle students are given encouragement and affirmation to study again at home so they can participate in working on worksheet and can be active in group activities and able to be active in discussions; and the results of the analysis and planning will be reapplied in cycle II with the hope of more perfect achievement than the previous cycle.

Table 2. Descriptive Data Completeness of Biology Subjects for Students Class XI IPA 3 UPT SMAN 7 Wajo 2022 Cycle II

Completeness	Frequency		Percentage %	
	SI	SII	SI	SII
Complete	23	30	62.90	85.70
Not Completed	12	5	37.10	14.30
Amount	35	35	100	100

Based on the test results in the table above, it can be seen that as many as 30 students with a percentage of 85.70% experienced completeness, while the other 5 students with a percentage of 14.30% individually were still below the minimum completeness criteria score. Students who complete learning in cycle II are in the high category with a percentage of 85.7. Thus, the results of the second cycle test have been successful.

Reflection on Cycle II

Based on the results of student activity has increased from cycle I to cycle II. On the results of student activity, namely obtaining a value of 76.7% in the high category. So that it experienced a significant increase compared to the test results in cycle I. This was followed by an increase in student learning outcomes.

Based on student learning outcomes tests, the number of students who achieved a minimum score of 75 minimum completeness criteria in cycle II was more than cycle I, it was found that 30 students had completeness with a percentage of 85.7 and 5 other students who had not experienced completeness with a percentage of 14.3%. During the learning process students are increasingly showing activeness and their scores show an increase (Seprianto et al., 2020), this can be seen in cycle II which has reached the high category and the average completeness is 86%. The completeness of all cycles in classical learning can be seen in Table 3.

Table 3. Completeness Study Student Class XI IPA 3 UPT SMAN 7 Wajo 2022 Cycle I and Cycle II

Mark	Category	Amount Student	Percentage %
75-100	Complete	22	62.90
0-74	No complete	13	37.10
Amount		35	100

Based on results test cycle I in table 1. can is known that experienced completeness namely 22 students with the percentage is 62.90% while those who are still under the minimum completeness criteria are 13 students with percentage of 37.1%. Students who complete the first cycle are in the 62.90% category while the results test cycle II in table 2. can is known that as many as 30 students with percentage of 85.70% experienced completeness, while 5 students other with percentage of 14.30% on a regular basis individual Still under minimum completeness criteria value (Narwati, 2023). Complete students _ learning in cycle II is in the category tall with percentage 85.7. With thereby results test Cycle II already successful and in Table 3 can seen completeness Study students in cycles I and II (Hasanudin, 2020).

Discussion

During the learning process of the first, second and third meetings with the Gallery Walk learning model based on the results of student activities in cycle I, it shows that student activity has increased. In the first meeting, student activities scored a percentage of 28.5% in the low category, at the second meeting student activities scored a percentage of 35.5% in the low category and at the third meeting scored a percentage of 47.7% in the low category (Hanizon, 2022; Praptingtyas, 2020).

The learning process using the Gallery Walk learning model in Biology cycle I is still lacking and not optimal due to the lack of student participation in working on worksheets, not paying proper attention to the explanations conveyed by the teacher, and not being used to using new learning models. So that in order to further improve the results of student activities in cycle I, an action was redesigned to be carried out in cycle II to correct the deficiencies and problems found in cycle I (Hasanudin, 2020).

Student activity in cycle II has increased from the previous cycle. Student activity at the first meeting obtained a value with a total percentage of 57.5% included in the low category, at the second meeting it obtained a percentage value of 64.4%, high category. While student activity at the third meeting obtained a percentage value of 76.7% included in the high category. Thus, the deficiencies in cycle I can be corrected in cycle II. This shows that by using the Gallery Walk learning model, students who experience difficulties in expressing opinions can be minimized. The teacher directs students to share and seek material information from other groups and convey it back to their respective groups. Teachers always try to maximize student activity in learning, so that student activity in the learning process continues to increase from cycle I to cycle II (Awal & Sari, 2019; Widarti et al., 2013).

To find out that students have achieved a completeness score of learning outcomes, the researcher gives a test at the last meeting in each cycle. The percentage of completeness of student learning outcomes in cycle I is 22 students who complete with an average score of 62.90%. The increase in cycle II became 30 students who completed the learning outcomes with a completeness percentage of 85.7% included in the high category and 5 students who did not complete with an incomplete percentage of 14.3%. Thus the final result test score in cycle II has succeeded in increasing from the final result test value in cycle I (Gustiani et al., 2019; Hatimakausarina et al., 2022).

Based on the results of cycle I and cycle II tests, it showed that overall student learning completeness results through the application of the Gallery Walk learning model were able to complete student learning outcomes in biology subjects in class XI IPA 3 UPT SMAN 7 Wajo achieving an average of 81.8 and having achieve minimum completeness criteria score. In general, it can be said that student learning outcomes are increased by applying the Gallery Walk learning model to students in class XI IPA 3 UPT SMAN 7 Wajo. Gallery Walk learning model in increasing student activity and teachers can increase student motivation and learning outcomes. This research is also proven to be able to improve student learning outcomes in biology class XI IPA 3 UPT SMAN 7 Wajo material (Julianti & Hasanah, 2023; Wicaksana et al., 2019).

Conclusion

Based on results research that has described, got concluded that application of the Gallery Walk learning model can increase results Study student class XI IPA 3 UPT SMAN 7 Wajo on the eyes lesson Biology.

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Conflicts of Interest

The authors declare no conflict of interest.

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