

The Implementation Of Gallery Walk Method To Improve Social Studies Learning Outcomes Grade VIII At SMPN 20 Jakarta

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Abstract

This study was motivated by the low learning outcomes at social studies subject of eight grade-state in SMPN 20 Jakarta. In the process of learning, varied learning methods are still not used and dominated by teacher-based-learning which caused students to be less active and low in learning outcomes of social studies subject. The research method used was Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which was conducted in two cycles with each cycle consisting of the stages of planning, action implementation, observation, and reflection. The research subjects is 36 students of class VIII-I with 16 males dan 20 females in the 2025/2026 academic year. The result shows that the implementation of Gallery Walk methods could improve the learning outcomes and participations of class VIII-I students. Seen from the percentage, where in cycle 1 reached 75% with an average score 85 and increased to 83% with an average score 90 in cycle 2. The student participation also showed improvement in the aspect asking questioning, answering questioning, expressing oppinions, and collaboration. From the research result, it showed that the Gallery Walk methods could improve learning outcomes and student participation of social studies subject of eight grade-state in SMPN 20 Jakarta.

Keywords : Learning outcomes, Student participation, Social studies, Gallery Walk

INTRODUCTION

Education plays an important role in preparing human resources to face the challenges of the twenty-first century. In the current era, students are expected to develop essential skills such as critical thinking, collaboration, communication, and creativity in order to adapt to rapid social, economic, cultural, and technological changes (Zubaidah, as cited in Fakhri, 2023). Consequently, learning is no longer centered on teachers as the primary source of knowledge but emphasizes student-centered learning, where students actively construct knowledge through exploration, inquiry, and interaction. In this context, teachers serve as facilitators who create learning environments that encourage students' active participation and meaningful learning experiences. Teachers are not only transmitters of material but function as facilitators, mediators, motivators and innovators in learning (Hutabarat et al., 2024).

In Social Studies (IPS) learning, active student participation is particularly important because the subject integrates concepts from geography, history, economics, and sociology to develop students' critical thinking skills, social awareness, and understanding of social phenomena. However, previous studies have reported that Social Studies is often perceived as a subject that requires memorization of facts and events, resulting in monotonous learning experiences (Safitri & Noverita, 2024). Students also tend to consider Social Studies as a boring and difficult subject (Windasari et al., 2024). Furthermore, the dominance of lecture-based instruction often limits student participation and contributes to students' lack of engagement during the learning process (Rehalat, 2023). As a result, Social Studies learning may fail to provide meaningful learning experiences and adequately prepare students for future challenges (Putra, 2021).

Similar conditions were identified during preliminary observations conducted in class VIII-I of SMPN 20 Jakarta on November 3, 2025. During Social Studies lessons, many students appeared less focused, frequently sleepy, reluctant to participate in discussions, and rarely responded to teachers' questions. These conditions were reflected in students' learning outcomes. Data from the Mid-Semester Assessment showed that only 3 out of 36 students achieved scores above the Minimum Mastery Criterion (82), while 33 students scored below the criterion. The class average score was 58, indicating that most students had not yet achieved satisfactory understanding of the learning material.

These findings suggest that Social Studies learning in the observed class has not effectively encouraged students' active participation or supported optimal learning outcomes. Therefore, instructional strategies that actively engage students in the learning process are needed. One instructional method that has the potential to address this issue is the Gallery Walk method. According to (Silberman, 2007), Gallery Walk is an active learning method in which students work collaboratively to discuss a topic, present their ideas through visual displays, and observe as well as respond to the work of other groups. Through discussion, presentation, observation, and feedback activities, students are encouraged to participate actively in the learning process.

Gallery Walk is an interactive method that allows students to view the results of assignments presented as posters displayed around the classroom, while moving from station to station to observe and read the work produced by other groups (Qablan, 2024). In this study, the Gallery Walk method was integrated with the KWL (Know–Want to Know–Learned) Chart strategy developed by Donna M. Ogle. The Gallery Walk method is a form of cooperative learning, according to (Roger & Johnson, 1965) individual accountability is a key element for effective group learning; disparities in group participation can lead to uneven cognitive engagement, thereby hindering optimal individual understanding of the material. In light of this, the implementation of the Gallery Walk in this study is reinforced by the use of KWL charts integrated into individual student worksheets as part of the instructional procedure to ensure that every learner personally processes and reflects on the material both before and after the Gallery Walk activity.

The KWL Chart helps students activate prior knowledge, formulate questions about what they want to learn, and reflect on what they have learned after the learning process (Sukma & Susantini, 2025). The integration of Gallery Walk and KWL Chart is expected to

complement each other. Gallery Walk facilitates student interaction, collaboration, and active participation, while the KWL Chart supports students in organizing information, monitoring their learning progress, and reflecting on newly acquired knowledge. Therefore, both approaches are expected to improve students' learning activeness as well as their learning outcomes.

This study is grounded in constructivist learning theory proposed by Jean Piaget and Lev Vygotsky, which emphasizes that knowledge is actively constructed through experience and social interaction. From a constructivist perspective, students are active participants in learning, while teachers function as facilitators who guide students in exploring, interpreting, and constructing knowledge (Saleem et al., 2021). The implementation of Gallery Walk and KWL Chart is consistent with this perspective because both approaches encourage students to actively engage in knowledge construction through interaction, inquiry, discussion, and reflection.

Previous studies have demonstrated the effectiveness of Gallery Walk in increasing student participation and classroom engagement, while the KWL Chart has been shown to support students' comprehension and learning achievement. However, studies investigating the integration of Gallery Walk and KWL Chart in junior secondary Social Studies learning remain limited. Therefore, this study aims to improve students' learning activeness and learning outcomes through the implementation of the Gallery Walk method supported by the KWL Chart strategy in Social Studies learning.

METHOD

This study employed Classroom Action Research (CAR), a type of research conducted in the classroom to examine the outcomes of an instructional intervention implemented with a particular group of students. Classroom Action Research not only focuses on the final outcomes but also emphasizes the implementation process as a means of improving the quality of teaching and learning activities in the classroom (Arikunto, 2015). The study adopted the Kemmis and McTaggart model, which consists of four main stages: Planning, Action, Observation, and Reflection.

The research was conducted at SMPN 20 Jakarta, a junior high school located on Jalan Rantai Mas, KPAD Bulak Rantai, Kramat Jati, East Jakarta, Indonesia. The participants of this study were 36 students in class VIII-I, consisting of 20 female students and 16 male students.

Data were collected through observation sheets, a learning achievement test in the form of a post-test consisting of 20 multiple choice questions, and documentation. The implementation of the Gallery Walk method in Social Studies learning was expected to improve students' learning outcomes based on the school's Minimum Mastery Criterion (MMC) of 82. The success criterion of this study was that at least 80% of the students would demonstrate improved learning outcomes through the implementation of the Gallery Walk method in Social Studies instruction.

In this study, student engagement was also measured through four indicators: asking questions, answering questions, expressing opinions, and collaborating with peers. These four indicators served as the basis for observing the level of student engagement throughout the learning process.

RESULTS AND DISCUSSION

The implementation of the Gallery Walk method supported by the use of a KWL Chart as an individual worksheet in Social Studies learning was found to improve students' learning outcomes. Through the Gallery Walk activities, students acquired information from the work of other groups by observing, discussing, and asking questions to seek answers to the inquiries they had previously formulated in the KWL Chart. These activities reflected an active learning process that provided students with opportunities to construct their own understanding of Social Studies concepts. Furthermore, the KWL Chart guided students in activating their prior knowledge, identifying learning goals, and reflecting on newly acquired information throughout the learning process.

a. Improvement of Students' Learning Outcomes

The implementation of the Gallery Walk method integrated with the KWL Chart as an individual student worksheet demonstrated an improvement in students' learning outcomes from Cycle I to Cycle II. The improvement in learning outcomes is presented in Table 1.

Table 1. Students' Learning Outcomes in Class VIII-I

Cycle	Number of Students	Achieved MMC	Did Not Achieve MMC	Mean Score	Mastery Percentage
I	36	27	9	85	75%
II	36	30	8	90	83%

The improvement in students' learning outcomes from Cycle I to Cycle II can be seen more clearly in the histogram of learning mastery percentages presented in Figure 1.

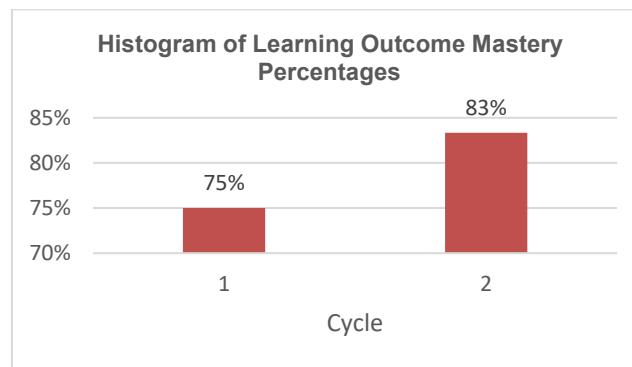


Figure 1. Histogram of Learning Outcome Mastery Percentages

Based on Table 1, students' learning outcomes improved from Cycle I to Cycle II. In Cycle I, 27 students (75%) achieved the Minimum Mastery Criterion (MMC) of 82, while

9 students (25%) did not meet the criterion. The class mean score in Cycle I was 85, with the highest score is 100 and the lowest score is 50.

In Cycle II, the number of students who achieved the MMC increased to 30 students (83%), while the number of students who did not meet the criterion decreased to 6 students (17%). The class mean score also increased to 90, with the highest score remaining at 100 and the lowest score being 30. Therefore, the percentage of learning mastery increased by 8% from Cycle I to Cycle II.

The improvement in learning outcomes indicates that the implementation of the Gallery Walk method integrated with the KWL Chart as an individual worksheet effectively supported students' understanding of Social Studies content. Through the Gallery Walk activities, students were provided with opportunities to observe the work of other groups, engage in question and answer sessions, and exchange information directly with their peers. Meanwhile, the KWL Chart helped students activate their prior knowledge, formulate learning questions, and reflect on the new knowledge acquired throughout the learning process.



Figure 2 Implementation of the Gallery Walk in Cycle I and II

The implementation of Gallery Walk in Cycle II, which was conducted through two stages individual exploration and group analysis also encouraged active student engagement in the processes of information seeking and knowledge construction. During the individual exploration stage, students independently observed all gallery displays to find answers to the questions they had written in the *Want to Know (W)* column. Subsequently, during the group analysis stage, students discussed their findings through the *stay-and-go* system and collaboratively solved the case studies assigned by the teacher. These activities encouraged students not only to receive information passively but also to process, analyze, and construct their own understanding of the learning material.

b. Improvement of Students' Learning Activeness

Student learning activeness was measured based on four aspects: questioning, answering questions, expressing opinions, and collaboration. The percentages of students' learning activeness in Class VIII-I during the implementation of Cycles I and II are presented in Table 2.

Table 2. Students’ Learning Activeness in Class VIII-I

Skills	Cycle I				Cycle II			
	Less Active	Moderately Active	Active	Highly Active	Less Active	Moderately Active	Active	Highly Active
Questions	14%	31%	36%	19%	8%	22%	31%	39%
Answers	17%	39%	25%	19%	14%	25%	33%	28%
Opinions	14%	36%	28%	22%	11%	19%	39%	31%
Collaboration	8%	22%	39%	31%	8%	22%	33%	36%

Based on Table 2, improvements in students’ learning activeness in Class VIII-I across the two cycles are illustrated more clearly in the histogram presented in Figure 2.

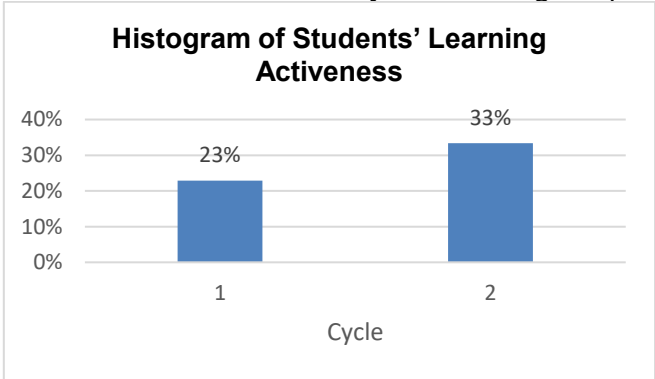


Figure 3 Histogram of Students’ Learning Activeness

Based on Table 2, students’ learning activeness improved across all observed aspects, namely questioning, answering questions, expressing opinions, and collaboration. The improvement was reflected in the increasing percentages of students categorized as active and highly active in Cycle II compared to Cycle I.

The most notable improvement occurred in the questioning aspect. The percentage of students categorized as highly active increased from 19% in Cycle I to 39% in Cycle II, while the percentage of less active students decreased from 14% to 8%. This finding indicates that students became more confident in asking questions during the learning process. The improvement was supported by the use of the *Want to Know (W)* column in the KWL Chart, which encouraged students to formulate questions based on their curiosity about the learning material.

Improvements were also observed in students’ ability to answer questions. The percentage of students categorized as active increased from 25% to 33%, while the highly active category increased from 19% to 28%. This suggests that students became more

confident in responding to questions posed by both teachers and peers. Through observation, discussion, and intergroup interactions during the Gallery Walk activities, students gained broader knowledge and developed greater confidence in expressing their understanding.

Similarly, students' ability to express opinions improved from Cycle I to Cycle II. The percentage of students categorized as active increased from 28% to 39%, while the highly active category increased from 22% to 31%. These findings indicate that students became more accustomed to sharing ideas, opinions, and arguments during group discussions and case-study analyses. The Gallery Walk activities provided opportunities for students to communicate, exchange information, and articulate their thoughts in a collaborative learning environment.

In terms of collaboration, the percentage of students categorized as highly active increased from 31% to 36%. Although the increase was less substantial than in the other aspects, it demonstrates that students became more capable of working collaboratively to complete learning tasks. The implementation of the *stay-and-go* system and collaborative case-study activities encouraged all group members to contribute actively to the learning process.

Overall, the percentage of students categorized as highly active increased from 23% in Cycle I to 33% in Cycle II. This improvement indicates a positive development in student participation throughout the Social Studies learning process. Students became more engaged in seeking information, asking and answering questions, expressing opinions, and collaborating with their peers.

These findings support the constructivist theory proposed by Piaget and Vygotsky, which emphasizes that knowledge is actively constructed through learning experiences and social interaction. During the Gallery Walk activities, students were actively involved in observing, discussing, questioning, and exchanging information with their peers. Furthermore, the KWL Chart facilitated the activation of prior knowledge, the formulation of learning goals, and reflection on newly acquired knowledge. Consequently, students were not merely passive recipients of information but active participants in constructing their own understanding.

The findings are consistent with (Dengo, 2018), who argued that the Gallery Walk method promotes active participation, idea exchange, and collaborative learning among students. Likewise, (Nisak et al., 2025) reported that Gallery Walk activities encourage students to observe, discuss, and respond to the work of other groups, resulting in more meaningful learning experiences. The results also support (Ogle, 1986) view that the KWL strategy facilitates learning by helping students activate prior knowledge, establish learning objectives, and reflect on acquired knowledge. Furthermore, Rodriguez as cited in (Adys et al., 2024) and Cheng as cited in (Adys et al., 2024) emphasized that KWL enhances students' cognitive engagement and metacognitive skills by encouraging questioning, information seeking, and self-reflection.

Therefore, the improvement in both learning outcomes and learning activeness can be attributed to the integration of several complementary instructional actions, including the use of the KWL Chart as an individual learning worksheet, the

implementation of the Gallery Walk method, the structured stages of individual exploration and group analysis, the use of case-study activities, and increased student interaction and collaboration. Together, these instructional strategies encouraged students to actively construct knowledge, which ultimately contributed to improved learning outcomes and participation in Social Studies learning.

CONCLUSION

The Implementation of the Gallery Walk method integrated with the KWL Chart strategy effectively improved students' learning outcomes and classroom engagement in Social Studies. The combination of collaborative learning activities and individual reflection enabled students to actively construct knowledge, exchange ideas, and deepen their understanding of the learning material. Therefore, teachers are encouraged to adopt this approach to create more student-centered learning environments. Future researchers are recommended to explore its application in different subjects, educational levels, and learning contexts to further examine its effectiveness and adaptability.

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