Activities and Learning Results of Islamic Education Through the Implementation of Cooperative Type Models Gallery Walk at Elementary School

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Abstract

The condition of learning in elementary schools, especially Islamic education currently still uses conventional learning models (lecture method). In learning, students only become objects, so it does not encourage students' potential to develop. Islamic learning using the cooperative type learning model gallery walk in class V elementary school is very good to apply. This aims to ensure that students develop activity and creativity in the classroom, have an attitude of respect for other people and appreciate the work of others, learn to solve certain problems, learn to understand group diversity, and be able to socialize in group environments and social life. The approach used is the approach qualitative. Research data This is in the form of information about the process and data on the results of actions obtained from observations, interview results, and final tests. The data source is the process of implementing the type cooperative learning model gallery walk in learning Islamic education in class V at elementary school 09 Behind Balok Bukittinggi. The research subjects were teachers (observers), researchers (practitioners), and 26 class V students. Data analysis was carried out using a data analysis model. Research result shows that learning uses a cooperative learning model gallery walk is very well implemented to improve student learning outcomes. The research results obtained in the first cycle of the first meeting showed that student activity was 69.89%, in the second meeting it increased to 73.10%, and in the second cycle of the first meeting, it became 86.02%. Meanwhile, the learning outcomes in cycle I, meeting I, were 68.46%, meeting II was 76.15% and in cycle II, meeting I was 98.46%. This is proof of the success of the research carried out at elementary school 09 Behind Balok Bukittinggi.

INTRODUCTION

Allah SWT lowered the religion of Islam to the surface of the earth to function as a blessing for the life of the universe. To make this happen, Allah swt. has equipped humans with psychological and pedagogical potential that will lead humans to become noble creatures above other creatures (Mukhtar et al., 2022). Apart from that, humans are also equipped with the potential to develop life as caliphs on earth. So that these potentials can be actualized according to the expected function, systematic and planned educational efforts are needed (Bin Mukhtar et al., 2022; Saihu, 2022).

In line with this, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System contains a formulation regarding efforts to realize systematic and planned education as stated in article 3 below:

"National Education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life, aiming to develop the potential of students to become human beings who are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens. democratic and responsible"

The statement in the law above is the constitutional basis for the educational services that the Indonesian Government is obliged to provide to the people. One important part of the national education system is religious education. This has been explained in Law Number 20/2003 in article 30 paragraph 1 which reads: "Religious education is organized by the Government and/or community groups of religious adherents, by statutory regulations". It is further stated in the same article paragraph (2) that religious education functions to prepare students to become members of society who understand and practice the values of their religious teachings and/or become experts in religious knowledge.

Religious education referred to here is Islamic Education for students in public schools at every level and type of education as stated in Government Regulation Number 55 of 2007 Article 1 paragraph (1), namely:

"Religious education is education that provides knowledge and shapes the attitudes, personalities and skills of students in practicing the teachings of their religion, which is carried out at least through subjects/lectures in all pathways, levels, and types of education."

The general phenomenon found in Islamic education learning shows that the process of implementing Islamic education is still material-based (content-based), teachers in general have not been able to develop active and conducive forms of learning. This can be understood because the learning process tends to be dominated by the teacher, communication takes place in one direction because the teacher is burdened with the target of completing the curriculum. The paradigm adopted by teachers is still oriented towards teaching material and provides very little learning experience to students. The learning process does not train learning skills (Cornford, 2002). The 2013 curriculum has mandated that learning be directed at achieving core and basic competencies, including religious aspects, social attitudes, knowledge, and skills.

Apart from that, a classic problem that continues to emerge in the world of education today is the low level of student activity in the teaching and learning process which has an impact on low learning achievement. Another cause is that in the learning process, students are not encouraged to develop thinking skills (Young & Lee Warren, 2011). The learning process in the classroom is directed at the ability to memorize information, students' brains are forced to remember and accumulate various information without any demands to understand the information they remember to relate it to everyday life. The vacuum of the atmosphere and the passiveness of students in the learning process are factors that hinder the achievement of the goals of Islamic education (Mardiana et al., 2021; Nopriza et al.,

2021).

While the theory of meaning from Ausubel stated the importance of meaningful learning in teaching (Getha-Eby et al., 2014; Maruyama et al., 2014). The meaningfulness of learning will make teaching and learning activities more interesting, more useful, and more challenging so that learning concepts will be easier to understand and will be remembered longer by students. Furthermore, Jean Piaget stated that physical experiences and environmental manipulation are important for developmental change (Maruyama et al., 2014). Interaction with peers, especially arguing and discussing, helps clarify thinking which ultimately makes the thinking more logical.

The learning process at elementary school 09 Behind Balok Bukittinggi is not much different from the phenomenon above, including the Islamic Education learning process. This phenomenon demands the role of teachers with enormous responsibilities as stated by the role of teachers is as a learning resource, motivator, facilitator, manager, demonstrator, guide, and evaluator (Lawrence & Tar, 2018). As a motivator, the teacher must be able to arouse student motivation so that student activities in the learning process are successful.

Another indication of the above phenomenon is the low learning outcomes of students who have not been able to achieve the ideal minimum completeness criteria that have been set, namely 75 or 75%. This can be seen from the learning results in the VB class in the first semester of 2020/2021. Only 45% of students were able to reach and exceed this minimum limit, while the rest were in the range of 40 to 70. Based on the preliminary observations made by the researcher above, the low learning outcomes and lack of student motivation in learning Islamic Education at elementary school 09 Behind Balok Bukittinggi are learning phenomena that are less than encouraging. Therefore, the urgent effort that Islamic Education Teachers at elementary school 09 Behind Balok Bukittinggi needs to make is to innovate in learning design and strategies.

Many options can be used to solve this problem, one of which is the cooperative learning model gallery walk. This strategy is considered quite effective in creating a learning atmosphere that will have a positive impact on increasing student activity and learning achievement at elementary school 09 Behind Balok Bukittinggi because class VB students show less cooperation to achieve common goals, and tend to be more individualistic (students work individually to achieve goals learning that is not related or has no influence on other students) and most of the VB class students are students with a kinesthetic learning style. This is in line with Slavin's opinion which states that based on previous research, cooperative learning methods can improve student learning achievement (Casey & Goodyear, 2015).

Gallery walk is a model used to activate each individual or group (cooperative learning) in the study. This model aims to build group cooperation and give each other appreciation and correction in learning (Duives et al., 2013). Type cooperative learning model gallery walk It is thought to be able to bridge learning problems because it is more interesting, fun, meaningful, and creative, and student learning outcomes can improve. This learning model can overcome students' learning motivation who tend to be low, get bored quickly, and do not like challenges, than can accommodate the habits of students who are often found not like serious learning situations, are limited by strict rules and burdensome assignments, and have excessive energy in students with a kinesthetic learning style can be managed well to be more productive.

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are also equipped with the potential to develop life as caliphs on earth. So that these potentials can be actualized according to the expected function, systematic and planned educational efforts are needed (Hitt & Tucker, 2016).

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METHODS

In accordance with the problem being studied, the type of research carried out is action research, namely a research activity carried out in the classroom in a broad sense (Arnold & Norton, 2021; Bou & Sales, 2022; Lawrence & Tar, 2018). The principles behind the choice of this type of research are: i) action research is a

form of research that aims to improve student learning outcomes, so research must involve teacher efforts in the form of the learning process (Niroula & Vihinen, 2016). ii) Action research is the implementation of learning innovation from below. Therefore teachers need to always try to change, develop, and improve approaches, methods, and learning styles so that they can produce a learning model that is appropriate to the conditions and characteristics of the class. iii) Action Research (*Action research)* not only aims to reveal the causes of the various problems faced but what is more important is to produce solutions in the form of actions to overcome the problems themselves (Desimone, 2009). Thus it can be concluded that action research is research conducted on a learning process by applying certain strategies to overcome problems found in the previous learning process and as an effort to improve the quality of the learning process and outcomes.

RESULT AND DISCUSSION

This research was carried out in class V of Elementary School 09 Behind Balok in the Islamic ducation subject Semester I of the 2020/2021 academic year. In implementing the action, it was divided into 2 cycles with a period of 1 week. This research collaborated with the school's VB class teacher. In implementing learning actions, the researcher acts as a teacher, while the class teacher acts as an observer. The learning stages of each action are adapted to the learning stages. Description of learning for the effectiveness of the type cooperative learning model gallery walka many as 2 cycles. The details of each cycle are as follows; In the implementation of cycle I, meeting 1, several actions were carried out as follows; The teacher used a type of cooperative learning model gallery walk, accompanied by the lecture method, type cooperative learning model gallery walk, assignments, discussions and questions and answers. The teacher explains the procedures for implementing learning using the cooperative learning model gallery walk. The teacher divides students into 5 groups to carry out a cooperative type learning gallery walk. Each group presented material about "The Beautiful Month of Ramadan."

Observation

Learning in this first cycle includes student and teacher activities as well as learning outcomes. The recording of the results of these observations is: observations of student learning activities (Ceven McNally, 2016). In this first cycle, observations of student activities focused on the students' activeness and cooperation in the learning process. The results of observations of student activities are depicted in the following tables and graphs:

Tabel 1. Table of Observation Results of Student Activities

Group	Liveliness	Creativity	Initiative
Blue	50	60	45
Yellow	65	55	55
Green	60	60	50
Orange	75	75	70
Red	85	80	80
Total score	67	50	60
Rate-rate		**59**	

The data in the table and graph above illustrates that the score obtained for the activeness criteria for the entire group is 67, the creativity criteria is 50, the initiative criteria is 60, while ideally the minimum score expected is 80%. guesthouse. This social activity can instill character values social care and tolerance, such as activities to collect donations for residents affected by the disaster, activities (movement to close the genitals), and sharing takjil in the month of Ramadan. This theme was conveyed by informants as excerpts from the below:

Results of observations of students' learning achievements

After learning in the first cycle takes place, a written exam is held with a fill-in test instrument. This test is carried out to determine students' absorption capacity for the material that has been presented as a measure of learning achievement. The

results of observations regarding learning achievement are depicted in the following tables and graphs:

Table 2. Minimum Completion Score for Students in Learning Cycle 1 Meeting

Completeness	Value acquisition	The number of students	Percentage
Complete	Score ≥75	11	42,30 %
Not finished yet	Value ≤75	15	57,69 %
Class average	68,46	26	68,46 %

The table above illustrate that the student's ability to absorb learning material in the first cycle was meager. After comparing it with the ideal criteria of minimum completeness of 75, only 11 people, or 42.30% of the 26 students were able to get a score ≥75. Meanwhile, 15 more people, or 57.69% were in the ≤75 value range, in terms of the target to be achieved it turned out to be very low. After comparing it with the ideal criteria of minimum completeness of 75, only 11 people, or 42.30% of the 26 students were able to get a score ≥75. Meanwhile, 15 more people, or 57.69% were in the score range ≤75, in terms of the target to be achieved was 85%. Meanwhile, the classical average value is only 68.46, quite far below the minimum target, namely 80.00.

Refllection and Replanning

In the first cycle of meeting I, a number of facts and data were found that were lacking and unexpected as an illustration of the failure of a learning process. These facts and data are as follows: Student activity. Student activity in this first cycle has only reached an average level of 62.4%. Student learning outcomes Low absorption of learning material, only 11 students were able to master the material at a level of 75% or above or got a minimum score of ≥75 in the daily exam. Meanwhile, 15 more people got a score of ≤75. Meanwhile, the average classical score obtained was only 68.46.

Student responses to learning

In interviews conducted with three focus discussion groups to find out students' responses, revealed a number of their confessions regarding learning. Of the five questions asked to each group on different days, in principle, their answers were not much different.

CONCLUSION

Application of the cooperative type model gallery walk can increase students' learning activities and motivation, which is characterized by increased learning activities so that the learning atmosphere becomes more lively and dynamic. Students' mastery of the subject matter also shows a significant increase. An indication of this can be seen from the average value of the written exam results in each cycle. Based on interviews conducted with several students through focused discussions (focus group discussions) and reinforced by the results of interviews with two teacher observers, it shows that student's responses to the learning model are gallery walk This is very positive, they also stated that learning with this model was betterfun and more motivated.

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