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Application of the Gallery Walk Method on Caring for the Integrity of the Nation and State in Improving the Learning Outcomes of Pancasila Education for Grade VIII Students at UPT SMP Negeri 3 Semanding

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Abstract

Although critical thinking and learning outcomes have received considerable attention, research on the Gallery Walk method as a means of facilitating social-constructivist interaction in civic and cultural education remains limited. This study evaluated the method's potential to improve learning outcomes and critical thinking in lessons on preserving national culture and maintaining national integrity. A two-cycle classroom action research design involved 23 eighth-grade students. Data were collected using learning activity observation sheets, diagnostic assessments, and cycle-based achievement tests and analyzed through descriptive quantitative comparisons. Before the intervention, one student (4%) achieved learning mastery, and the class mean score was 52. In Cycle I, mastery increased to 22 students (95.7%), with a mean score of 80. Cycle II, which incorporated higher-order thinking skills (HOTS) test items, recorded mastery among 18 students (78.3%), with a mean score of 64. Although scores were lower in Cycle II, both cycles met the target of at least 75% class mastery and showed higher attainment than the pre-action assessment. These findings support Gallery Walk as a promising strategy for improving learning mastery within the studied classroom, while differences in assessment demands warrant caution when comparing cycle scores. The study provides contextual insights into applying Vygotsky's social constructivist perspective to collaborative civic and cultural learning and offers practical guidance for designing interactive, HOTS-oriented instruction through structured social interaction and

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collaborative reflection. Further research could examine the long-term retention of critical thinking skills across broader social science topics.

Keywords: Gallery Walk Method; Learning Outcomes; Critical Thinking; Civic Education; Social Constructivism

INTRODUCTION

Education can be obtained through the learning process, so that the higher the quality of education, the better the learning process that takes place. The learning process involves the use of media, methods, learning outcomes, and the important role of educators (teachers) (Mea, 2024). Law No. 20 of 2003 concerning the National Education System Article 1 Paragraph 6 emphasizes that educators are education personnel who are qualified as teachers, lecturers, counselors, learning teachers, tutors, instructors, facilitators, and other designations according to their specialties, who participate in organizing education. As educators, teachers are required to be able to prepare learning plans and carry out their roles as guides, facilitators, motivators, and monitors of student development so that learning outcomes are achieved optimally. This is in line with the view that teachers' competence and roles are among the factors that determine student success. Competent teachers are able to create a pleasant and conducive learning environment and manage the classroom in an active, innovative, creative, and engaging manner, enabling students' learning outcomes to develop optimally (Arfandi & Samsudin, 2021). Therefore, teachers must be able to design interesting and fun learning strategies.

Teachers who have creative and innovative competencies can create a learning environment that relates learning materials to students' real circumstances, so that students can find their own learning experiences (Nazilah et al., 2022). An attractive learning strategy must ensure that the material is well received through the use of appropriate learning methods and media (Hia et al., 2023). Teachers' mastery of learning models, approaches, and methods is important so that the teaching and learning process is effective and students can understand the material more easily.

In fact, students have different abilities in understanding Pancasila Education learning on the theme of Caring for the Integrity of the Nation and State. This condition highlights the importance of implementing flexible learning approaches that accommodate students' needs and characteristics (Hidayat & Putro, 2024). Some students show an attitude

of being less able to blend and tend to form certain groups, so some students have difficulty following the learning process. Some students tend to form learning groups with peers they are already familiar with, which may limit their interaction with other classmates and affect their participation in the learning process (Zhou et al., 2022). Based on the results of observations, students who experience difficulties in groups tend to depend on friends by only copying answers, while students who lack interaction tend to be passive and reluctant to ask questions. This condition causes class dynamics to not run optimally. Limited peer interaction may reduce students' classroom participation, whereas collaboration with peers can encourage students to express their ideas and participate more actively in the learning process (Mundelsee & Jurkowski, 2021).

This problem is supported by the data on the learning outcomes of students in grades VIII-C UPT SMP Negeri 3 Semanding in the summative assessment of Chapter IV Preserving the Culture of My Nation, which shows that out of 23 students, only 1 student (4%) has achieved learning completeness, while 22 students (96%) have not reached the Minimum Completeness Criteria (KKM) of 70. These results show that the learning process that takes place conventionally is not optimal in supporting the achievement of student learning outcomes. On the other hand, the results of the diagnostic questionnaire show that most students in grades VIII-C have a good enough readiness to participate in Deep Learning-based learning, Project Based Learning (PjBL), and Gallery Walk-based learning, characterized by the comfort of working in groups, active discussions, and the ability to resolve differences of opinion through deliberation.

Based on these conditions, the researcher argues that the low learning outcomes of students in the material Caring for the Integrity of the Nation and State are not solely caused by students' abilities, but also by the lack of optimal learning methods that encourage active involvement and social interaction between students. The Gallery Walk method is a learning method that requires students to make works in the form of drawings or schemes according to the results of group discussions, which are then presented and commented on by other groups in turn while walking around the works on display (Fitriani & Raehang, 2020). The learning experience obtained directly through this method tends to be easier for students to understand and remember, and can increase students' activeness due to differences in findings or opinions between students that allow them to give each other input and make corrections (Hatimakausarina et al., 2022).

Gallery Walk activities also help students understand the material more deeply because they are directly involved in the process of searching, processing, and sharing information during learning (Mariyaningsih, 2014). The better the understanding and abilities obtained by students, the better the learning outcomes achieved, because learning outcomes reflect mental development and knowledge gained through learning experiences (Nasihudin & Hariyadin, 2021). Although students' learning success is also influenced by internal factors such as intelligence and talent (Cynthia et al., 2016; Ikhwan & Nurjanah, 2025) these factors are difficult to change in a short time through learning interventions. Therefore, researchers argue that the most relevant and actionable effort for teachers is to optimize external factors, namely learning methods and strategies, through the application of Gallery Walk combined with Deep Learning and Project Based Learning (PjBL) approaches (D. Fitriani & Robiah, 2021) .

Several previous studies have examined the application of the Gallery Walk method in various subjects and levels of education. (F. Fitriani & Raehang, 2020) found that the application of Gallery Walk was able to improve student learning outcomes in Islamic Religious Education (PAI) subjects at SMP Negeri 4 Kendari. (Hatimakausarina et al., 2022) reported that Gallery Walk increased the motivation and learning outcomes of grade VIII students at Al-Faat Bara Islamic Junior High School. (Mariyaningsih, 2014) found an increase in Accounting activities and learning outcomes through the Duati-Duata Gallery Walk method. (Ikhwan & Nurjanah, 2025) showed an increase in PAI learning outcomes at SMP Negeri 1 Kinali through the Gallery Walk model.

These studies consistently show that Gallery Walk is effective in improving learning outcomes in various subjects, such as PAI, Accounting, and Social Studies. However, research that specifically examines the application of Gallery Walk in Pancasila Education subjects, especially the material Caring for the Integrity of the Nation and State, and that combines it with the Deep Learning and Project Based Learning (PjBL) approach at the junior high school level, is still not widely found. This gap is the basis for the need for this research to be conducted.

The novelty of this research lies in the integration of the Gallery Walk method with the Deep Learning and Project Based Learning (PjBL) approach which is applied specifically to civic materials regarding the integrity of the nation and state, a context that has not been touched much by previous studies that focus more on other subjects. This research is also

carried out within the framework of Classroom Action Research (PTK) which involves Teacher Professional Education (PPG) students in the implementation of Field Experience Practice (PPL), so as to make practical and academic contributions.

Theoretically, this research is based on Lev Vygotsky's theory of social constructivism, which asserts that students' intellectual development occurs when students face tasks that are slightly above their actual abilities and receive support in the form of social interaction, discussion, collaboration, and guidance from teachers and peers (Tohari & Rahman, 2024). The social interaction that occurs in Gallery Walk activities is seen as a form of scaffolding that helps students move from actual abilities to potential abilities in the Zone of Proximal Development (ZPD) (A. D. Fitriani et al., 2026).

Based on this description, this research is focused on the application of the Gallery Walk method combined with the Deep Learning and Project Based Learning (PjBL) approach on Caring for the Integrity of the Nation and State. This research aims to improve the learning outcomes and critical thinking skills of students in grade VIII C UPT SMP Negeri 3 Semanding through the implementation of Classroom Action Research (PTK) in two cycles, as well as evaluating the effectiveness of the Gallery Walk method in supporting the achievement of the established classical learning success indicators.

METHODS

This research is Classroom Action Research, which is research conducted by teachers in collaboration with researchers, or conducted by teachers who also act as researchers, in the classroom or school where they teach, with an emphasis on the preparation and improvement of learning processes and practices (Arikunto et al., 2012). This research is collaborative, involving Teacher Professional Education (PPG) students of PGRI Ronggolawe University (UNIROW) Tuban who are undergoing Field Experience Practice (PPL), field supervisors (DPL), school principals, classroom teachers, and students as implementing partners. The research activity was carried out at UPT SMP Negeri 3 Semanding, Tuban Regency, in the odd semester of the 2025/2026 school year.

This research is designed in two cycles, with each cycle consisting of four stages, namely planning, implementation, observation, and reflection, as shown in Figure 1.

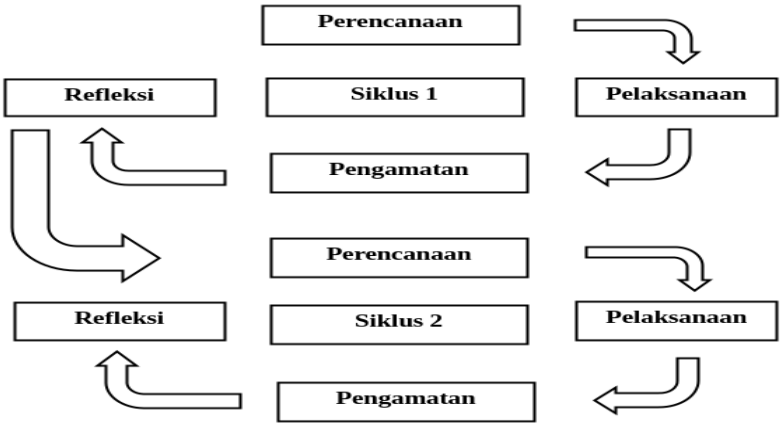


Figure 1. Classroom Action Research Cycle

Planning Stage: the researcher determines the teaching material and the number of cycles, prepares a Learning Implementation Plan (RPP) by applying the Gallery Walk model, prepares Student Worksheets (MFIs), media, and learning support facilities. The researcher also prepares research instruments in the form of observation sheets of teacher and student activities, as well as evaluation tools in the form of learning outcome test questions for each cycle.

Implementation Stage (Acting): the learning process is carried out using the Gallery Walk model according to the steps in the lesson plan. Students actively participate in learning through group discussions, preparation of work results, and activities of observing and responding to the work of other groups. At the end of learning, students are given tests to determine the level of understanding and learning results obtained.

Observing Stage: carried out simultaneously with the implementation of actions by two observers, namely the classroom teacher who observes the teacher's activity, and the peer who observes the student's activity. All observation results are systematically recorded as evaluation material and the basis for improvement in the next cycle.

Reflection Stage: the researcher analyzes the effectiveness of the actions that have been taken. The results of the reflection are used as a basis for improving planning in the next cycle, both in the preparation of lesson plans, the development of evaluation instruments, the selection of learning strategies, and the improvement of teaching skills.

This study was declared successful if the students' cognitive results showed an increase marked by the percentage of classical learning completeness reaching at least 75% of students obtained a score of ≥70 at the end of Cycle II.

The participants of this study were all students of class VIII-C UPT SMP Negeri 3 Semanding which amounted to 23 students, consisting of 10 male students and 13 female students. The selection of class VIII-C was carried out through the total sampling technique (saturated sampling), namely all class members who were the responsibility of the researcher during the implementation of PPL were made the subject of research, with the consideration that the class showed the lowest learning outcomes of Pancasila Education at the initial observation so that it was considered the most in need of learning intervention through the application of the Gallery Walk method.

The research data was collected using several instruments, namely (1) observation sheets of teacher activities and student activities during the learning process; (2) diagnostic assessment questionnaires to measure students' readiness to participate in Deep Learning, Project Based Learning (PjBL), and Gallery Walk-based learning; and (3) learning outcome test instruments in the form of pre-test and post-test questions consisting of multiple-choice questions and descriptions, given in each cycle to measure concept understanding, analytical ability, and the ability to connect the material with daily life. Data collection procedures are carried out sequentially in each cycle, including the provision of pre-tests before learning, the implementation of learning by the Gallery Walk method, observation of learning activities, and the provision of post-tests at the end of the cycle.

The data on student learning outcomes were analyzed in a quantitative descriptive manner by calculating the percentage of classical learning completeness using the following formula:

$$KM = (ST/N) \times 100\% \quad (1)$$

Description: KM = Completeness of Students; ST = Number of Completed Students;

N = Number of Students in the Class.

The student learning outcome score is then categorized based on the criteria in Table 1.

Table 1. Criteria for Student Learning Outcomes

Value	Categories
81 - 100	Excellent
61 - 80	Good
41 - 60	Enough
21 - 40	Less
0 - 20	Very Less

The results of the analysis on pre-cycle, Cycle I, and Cycle II conditions were then compared descriptively to see the development of student learning outcomes between cycles and the achievement of research success indicators.

RESULTS

The total number of students in class VIII-C UPT SMP Negeri 3 Semanding is 23 students, consisting of 10 male students and 13 female students. In the pre-cycle condition, the results of the summative assessment of Chapter IV Preserving the Culture of My Nation showed that only 1 student (4%) achieved complete learning, while 22 students (96%) had not completed their studies, with an average score of 52, as presented in Table 2 and Table 3. Most of the students were in the adequate category (65.2%), while none of the students achieved the very good category.

In Cycle I, the results of the pre-test showed 3 students in the Very Good category, 19 students in the Good category, and 1 student in the Very Poor category, with no students in the Sufficient or Less category (Figure 2). After learning using the Gallery Walk method was implemented, the post-test results showed an improvement, namely 19 students (82.6%) reached the Very Good category and 3 students (13.0%) reached the Good category, while only 1 student (4.3%) was still in the Very Poor category. Classically, learning completeness in Cycle I reached 22 students (95.7%) with an average score of 80, while 1 student (4.3%) has not completed (Table 4).

In Cycle II, the pre-test results showed a more diverse variation in students' initial abilities, namely 11 students (47.8%) in the Very Good category, 4 students (17.4%) in the Good category, 1 student (4.3%) in the Adequate category, 1 student (4.3%) in the Less category, and 6 students (26.1%) in the Very Poor category (Figure 3). After the

implementation of learning, the results of the Cycle II post-test showed a shift in distribution, with the majority of students in the Good category (19 students), followed by the Fair (2 students), Less (1 student), and Very Poor (1 student) category, while there were no students in the Very Good category. Classically, the completeness of learning in Cycle II was achieved by 18 students (78.3%) with an average score of 64, while 5 students (21.7%) were not completed (Table 4).

Overall, the percentage of classical learning completeness increased sharply from pre-cycle conditions (4%) to Cycle I (95.7%), then decreased in Cycle II to 78.3%. Nevertheless, the achievement of completeness in Cycle II remained above the established research success indicator, which was ≥75% of students obtained a score of ≥70.

The development of student learning outcomes in this study is visualized through tables and figures as presented in Table 2, Table 3, Figure 2, Figure 3, and Table 4. As shown in Table 2, most of the students in the pre-cycle condition were in the sufficient category (65.2%). Table 3 shows that only 1 in 23 students achieved completeness in the initial condition. Figure 2 presents a comparison of the pre-test and post-test results of students in Cycle I, while Figure 3 presents the results of pre-test and post-test in Cycle II. Table 4 summarizes the comparison of the status of students' learning completeness in the pre-cycle (Chapter IV), Cycle I, and Cycle II conditions.

Table 2. Distribution of Frequency of Student Learning Outcomes Before PTK (Pre-Cycle)

Interval	Categories	Frequency	Percentage (%)
81 - 100	Excellent	0	0,0
61 - 80	Good	5	21,7
41 - 60	Enough	15	65,2
21 - 40	Less	2	8,7
0 - 20	Very Less	1	4,3
Quantity		23	100

Table 3. Results of Student Learning Completion Before PTK (Pre-Cycle)

Interval	Categories	Frequency
70 - 100	Conclusion	1
0 – 69	Incomplete	22
Quantity		23

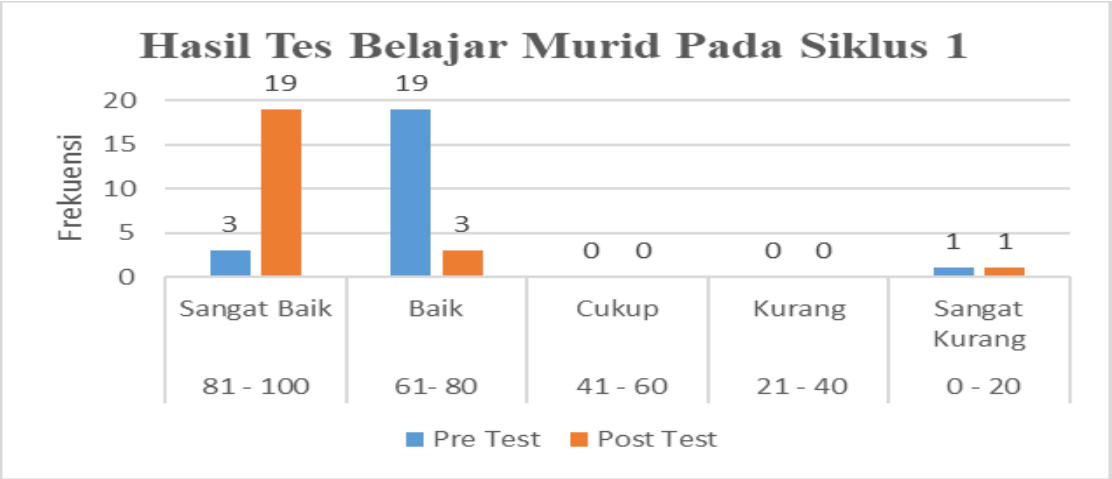


Figure 2. Results of Student Learning Test in Cycle I

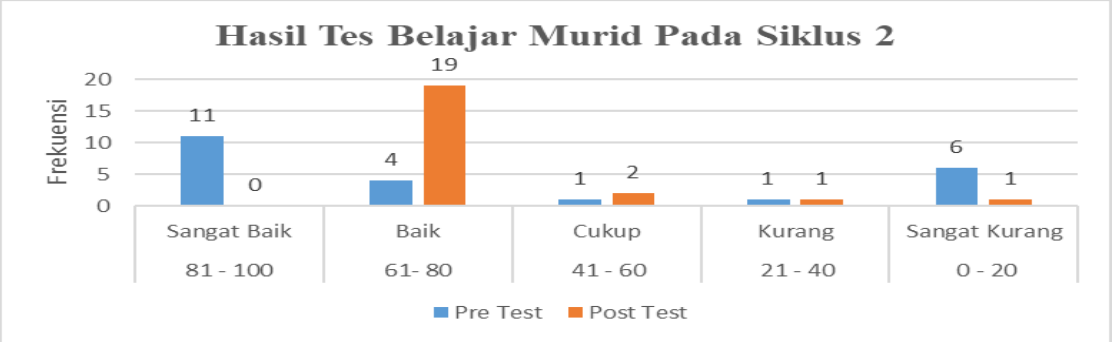


Figure 3. Results of Student Learning Test in Cycle II

Table 4. Comparison of Student Learning Outcomes in Pre-Cycle Conditions (Chapter IV), Cycle I, and Cycle II

Status	Chapter IV (f)	Chapter IV (%)	Cycle I (f)	Cycle I (%)	Cycle II (f)	Cycle II (%)
Conclusion	1	4	22	95,7	18	78,3
Incomplete	22	96	1	4,3	5	21,7
Quantity	23	100	23	100	23	100
Grade Point Average	52	-	80	-	64	-

The research data showed that there were findings that did not follow the linear pattern of intercyclic improvement. In Cycle I, classical learning completeness reached 95.7% with an average score of 80, while in Cycle II, learning completeness decreased to 78.3% with an average score of 64. The decrease in the average score by 16 points and the decrease in the percentage of completeness by 17.4 points are findings that deviate from the pattern of improvement observed in the previous cycle. However, the percentage of completeness in Cycle II remains above the established research success indicator of 75%. This data is

objectively reported as factual findings; the interpretation of the possible causes of the decline is discussed further in the Discussion section.

The calculation of classical learning completeness in each cycle in this study uses the following equations:

$$KM = (ST/N) \times 100\% \ (1)$$

with KM as the percentage of student completion, ST as the number of students completed, and N as the number of students in the class. This equation is used consistently to calculate the percentage of completeness in the pre-cycle, Cycle I, and Cycle II conditions as presented in Table 4.

DISCUSSION

The finding that student learning completeness increased sharply from 4% in the pre-cycle condition to 95.7% after the application of the Gallery Walk method in Cycle I indicates that students' active involvement in group discussions, work preparation, and presentation of work results plays an important role in encouraging students' understanding of the material Caring for the Integrity of the Nation and State. These findings are in line with the research objectives that seek to improve students' learning outcomes and critical thinking skills through student-centered learning (Fujiastuti & Wirawati, 2025; Suwartini & Fujiastuti, 2017).

Based on the results of observations and reflections in Cycle I, the increase in student participation can be seen from the activeness of discussing, asking, giving responses, and explaining the results of group analysis. From the aspect of critical thinking, students are beginning to be able to identify the causes of problems, the impact on the integrity of the Republic of Indonesia, and offer relevant solutions, although the quality of the arguments produced still varies between students. This condition shows that the transition process from low-level thinking skills (LOTS) to high-level thinking skills (HOTS) has begun to occur, although it is not evenly distributed to all students.

The findings of this study are consistent with previous studies that show that the Gallery Walk method is effective in improving learning outcomes in various subjects, such as in PAI subjects (D. Fitriani & Robiah, 2021; Ikhwan & Nurjanah, 2025), Accounting (Mariyaningsih, 2014). The findings regarding increasing student activity and motivation are

also in line with the research results of (Hatimakausarina et al., 2022). The consistency of the findings in various subject contexts strengthens the argument that Gallery Walk is an adaptive method and can be applied to learning Pancasila Education.

The decrease in the average score and percentage of completeness in Cycle II needs to be interpreted proportionally by considering the difference in the characteristics of the material and the level of difficulty of the inter-cycle assessment. In Cycle I, the Chapter IV material focuses on the introduction and understanding of the nation's cultural diversity as a national identity, so that the questions given emphasize more on understanding concepts and simple application. Meanwhile, in Cycle II, the Chapter V material requires students to examine more complex problems, such as threats to national unity, globalization challenges, social conflicts, and the role of citizens in maintaining the integrity of the Unitary State of the Republic of Indonesia, with questions containing indicators based on Higher Order Thinking Skills (HOTS). Thus, students are not only required to remember and understand concepts, but also analyze cause-and-effect relationships, evaluate alternative solutions, and provide logical arguments based on facts (D. Fitriani & Robiah, 2021) .

This condition is in line with Lev Vygotsky's theory of social constructivism which emphasizes that students' intellectual development occurs when students face tasks that are slightly above their actual abilities, and require support in the form of social interaction, discussion, collaboration, and guidance from teachers and peers (Tohari & Rahman, 2024). Through Gallery Walk activities, students have the opportunity to exchange ideas, express opinions, criticize arguments, and build mutual understanding. This process is a form of scaffolding that helps students move from actual abilities to potential abilities in the Zone of Proximal Development (ZPD) (A. D. Fitriani et al., 2026). Therefore, the decrease in average scores in Cycle II cannot be interpreted as a decrease in learning quality, but rather as an indication that students are in the process of moving towards more complex thinking skills through HOTS-based assessments (Insani & Sapriya, 2020).

Theoretically, the findings of this study strengthen the relevance of Vygotsky's theory of social constructivism in the context of learning Pancasila Education at the junior high school level, especially in explaining how social interaction through the Gallery Walk method can encourage the development of students' cognitive abilities and critical thinking. This finding is consistent with previous research showing that the Gallery Walk method creates an active learning environment, facilitates independent exploration, and encourages students

to think critically through collaborative activities (Sanubari et al., 2025) This research also contributes to the development of the integration of the Gallery Walk method with the Deep Learning and Project Based Learning (PjBL) approach to citizenship materials (Insani & Sapriya, 2020). The implementation of the Gallery Walk method is consistent with Vygotsky's social constructivist theory, in which students develop their understanding through social interaction and collaborative learning. Through the Gallery Walk activity, students take turns explaining learning materials and discussing their understanding with peers, allowing them to learn from one another and construct knowledge through interaction (Faqih, 2025).

Practically, the results of this research can be considered for Pancasila Education teachers in designing active and collaborative learning strategies, especially in materials that require high-level thinking skills such as Caring for the Integrity of the Nation and State. Schools and education policy makers can also consider strengthening training for teachers related to the application of the Gallery Walk method combined with the Deep Learning and PjBL approach as one of the alternatives to HOTS-based learning strategies.

This study has several limitations that need to be considered in interpreting the findings. First, this research was only carried out in one class, namely grades VIII-C, with a limited number of subjects (23 students) in one school, so generalization of findings in the context of other classes or schools needs to be done carefully. Second, this study was carried out in a relatively short time, namely two cycles, so it has not been able to describe the long-term impact of the application of the Gallery Walk method on students' learning outcomes and critical thinking skills. Third, the difference in the difficulty level of intercycle questions, especially the addition of HOTS-based indicators in Cycle II, also affects student achievement scores, so the comparison of learning outcomes between cycles needs to consider these factors. Fourth, students' critical thinking skills in this study have not been measured using standard instruments specifically designed to measure these abilities, but are still based on the results of observations and learning outcome tests.

Based on these limitations, further research is recommended to expand the research subject to several classes or schools, use critical thinking ability instruments that have been tested for validity and reliability, extend the duration of the study to more than two cycles, and consider the use of research designs involving comparison groups (controls) to

strengthen the validity of findings regarding the effectiveness of the Gallery Walk method combined with the Deep Learning and Project Based Learning (PjBL) approaches.

CONCLUSION

Based on the results of the classroom action research that has been carried out in two cycles, it can be concluded that the application of the Gallery Walk method in the material Caring for the Integrity of the Nation and State is able to improve the learning outcomes of students in grade VIII C UPT SMP Negeri 3 Semanding. This improvement is not only seen from the cognitive aspect through the test results, but also from changes in the learning process to become more active, collaborative, and student-centered. The implementation of learning combined with the Deep Learning and Project Based Learning (PjBL) approach provides opportunities for students to build their understanding through group discussions, case study analysis, mind mapping preparation, and presentation activities in the form of Gallery Walk. These activities encourage students to observe, ask questions, provide responses, and maintain arguments based on the results of the analysis carried out. Overall, the indicators of research success have been achieved because classical learning completeness is above the minimum limit that has been set, which is 75%. These findings show that the Gallery Walk method can be an effective alternative learning strategy to improve the learning outcomes of Pancasila Education while developing students' critical thinking, communication, collaboration, and confidence skills.

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