EFFECTIVENESS OF THE COOPERATIVE LEARNING MODEL GALLERY WALK TYPE ON THE LEARNING MOTIVATION OF 10TH-GRADE VISUAL COMMUNICATION DESIGN STUDENTS AT SMK NEGERI 3 KEPAHIANG

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ABSTRACT

This study aimed to evaluate the effectivitas of the Cooperative Learning Model Gallery Walk type on the motivation of 10th- Grade students in Visual Communication Design at SMK Negeri 3 Kepahiang. The research is of a descriptive qualitative nature, with the entire population consisting of 10th- Grade Communication design students at SMK Negeri 3 Kepahiang. Data for this study were collected through surveys, observations and interviews. The finding indicated that students display increased motivations during English lessons, show greater participation, contribute to a more engaging classroom environment, and maintain better focus during learning activities.

Keywords : Gallery Walk, Motivation

INTRODUCTION

English is recognized as the unifying language of the world, often referred to as an international language. In Indonesia, English is the second language after the national language and is commonly used when traveling abroad or attending formal events involving various nations. In education, English is introduced to students from kindergarten through university. As a result, English has long been incorporated into the curriculum. The objectives of English language instruction under the "Merdeka Curriculum" encompass various essential aspects, including communicative competence, intercultural competence, and self-confidence. Communicative competence involves developing the ability to communicate in English through multimodal texts, including oral, written, visual, and audiovisual formats. Intercultural competence aims to understand and appreciate the perspectives, practices, and products of both Indonesian and foreign cultures. Self-confidence encourages students to express themselves as independent and responsible individuals (Kurikulum Merdeka.com).

The achievement of these learning objectives is the responsibility of all English teacher. However, these objectives have not been fully realized, as some students perceive English as one of the most challenging subjects, often fearing it or considering it irrelevant to their future. This perception negatively impacts the success rate of English instruction.

An illustrative example can be drawn from the academic performance of 10th-grade Visual Communication Design students at SMK Negeri 3 Kepahiang. This class consists of 20 students who face significant difficulty achieving scores above the minimum competency standard (KKM). Even achieving the minimum score is a challenge, as evidenced by formative assessments and mid-semester evaluations. The average score among these 20 students is 45, while the required KKM score is 70. Such outcomes indicate the need for teacher to reflect and identify solutions to improve the learning process. The issues of low motivation and students' boredom with conventional teaching methods, such as lectures, contribute to this problem. The lecture method often leaves students as passive recipients of information, hindering their active engagement in learning.

One recurring issue in classrooms is low student motivation, a critical factor in the success of the learning process. According to experts, student motivation encompasses all internal forces that drive a student's interest in learning. W.S. Winkel (2004:526) defines learning motivation as the entirety of a student's inner drive to engage in learning activities. Similarly, Muhibbin Syah (2003:158) describes it as the energy that encourages students to participate in learning activities and ensures the continuity of the learning process, enabling them to achieve their goals (A Yuliana Dewi, 2019).

Based on these definitions, learning motivation can be summarized as a collection of internal drives or energy that students possess during the learning process to achieve learning objectives. Addressing low motivation requires the implementation of teaching models that actively engage students, making the learning experience more enjoyable and stimulating their interest. Among the many available approaches, cooperative learning stands out as an effective method. This model encourages collaboration and problem-solving within groups. One specific type of cooperative learning is the gallery walk, where students exchange ideas with other groups based on discussions within their respective groups. According to Hatimakausarina et al. (2022), the use of the gallery walk method can address issues in learning, such as students' difficulties in understanding the material. This method facilitates students' comprehension of lessons by giving them the opportunity to create and directly observe their lack of understanding regarding the taught material. In this context, they can also view the work of their peers, allowing them to exchange ideas and find solutions to their misunderstandings about the subject matter. (Anni Asriani, Muhammad Anwar, Arty Wibowo, 2024)

Given the above, this study aims to investigate the effectiveness of the cooperative learning model, specifically the gallery walk type, in enhancing the learning motivation of 10th-grade Visual Communication Design students at SMK Negeri 3 Kepahiang. The findings are expected to serve as a reference for teacher seeking to adopt this method to improve student motivation and engagement.

RESEARCH METHODOLOGY

This research employs a qualitative descriptive approach, focusing on collecting data in the form of words rather than numbers. Qualitative descriptive research involves gathering written or oral data from individuals

or observed phenomena. The goal is to describe events comprehensively, whether natural or human-made.

Methodology refers to systematic or organized procedures. In this study, the qualitative approach emphasizes natural settings. Data collection techniques include a combination of observation, interviews, and documentation. The objective is to gather information aligned with the research objectives or problem statements. Data analysis in qualitative research is inductive, leading to generalizations that are supported by comprehensive planning, operationalization of scientific methods, and a detailed outline of the findings to ensure validity.

The research was conducted at SMK Negeri 3 Kepahiang, located in Desa Gunung Agung (village), Kecamatan Bermani Ilir (district), Kabupaten Kepahiang (regency), Bengkulu Province. The 10th-grade Visual Communication Design class was selected deliberately to align with the research objectives.

Data sources in qualitative research include words, actions, and supplementary materials such as written information, photographs, and statistics. Data sources refer to subjects from which information is obtained. For example, interviews yield data from respondents—individuals providing answers to written or oral questions. Observations focus on objects, movements, or processes. Documentation involves collecting archival materials, including photographs and written records, to support the research (Suharsimi, 2002:107).

Data Collection Techniques are Observation and Questionnaires. Observation involves systematic monitoring and recording of events related to the research. This technique gathers in-depth data on the studied aspects, encompassing events, locations, objects, and recorded visuals. Observations may be direct or indirect (Hasan, 2022:128). One data collection technique employed in this study is questionnaires. According to Sugiyono (2017), a questionnaire is a method of gathering data by distributing written questions or statements to respondents for their responses. Kusuma (2011) defines a questionnaire as a list of questions designed to obtain information relevant to the research objectives. In this study, questionnaires assessed student motivation in learning using the gallery walk method. Effective questionnaires are designed to meet research needs without introducing bias. They can be qualitative or quantitative. However, this method has limitations, such as the possibility of respondents answering randomly without thoroughly reading the questions.

The documentation technique involves collecting archival information, including student-generated learning outcomes, observational data, daily learning logs, photographs, and other supporting documents.

Data analysis is a crucial aspect of processing and interpreting collected information. According to Railis in Creswell (2024:274), data analysis involves open-ended exploration based on general questions and participant-derived insights. Qualitative data analysis is commonly used in research, offering advantages such as collaborative interpretation, the discovery of new perspectives, and the ability to analyze data, numbers, images, and symbols that are less suitable for quantitative methods.

FINDINGS

General Conditions of Students

Based on the observations made during the learning activities, the initial condition of the students showed very low motivation in learning because they considered English lessons to be difficult, uninteresting, and even boring. As a result, the outcomes were not optimal, with only a few students able to understand the material. Out of the 20 students in the 10th-grade Visual Communication Design class, only 2-3 students, or around 10-15% of the students, demonstrated good motivation to learn. In terms of physical and psychological conditions, the students were generally in good health, and their attendance in class was also good. However, in terms of their psychological condition, they lacked motivation to learn, particularly in English, which was also reflected in their academic performance.

From the observations during the learning activities, it was noted that there was a lack of interaction among students. They did not ask questions, and when questions were posed to them, they would remain silent. Additionally, in completing assignments or exercises, only 2-4 students out of the 20 participated seriously, while the rest simply waited for answers from their classmates.

From these observations, it can be concluded that the students' motivation to learn is very low, and this issue needs to be addressed. As educators, there are various approaches that can be applied to encourage students to become more active in learning, participate, and achieve better results. The observation results during the learning process indicate that the cooperative learning model using the gallery walk method is highly effective. In the gallery walk method, students are given the freedom to complete assigned tasks, and they are also encouraged to provide feedback or ask questions to other groups. Moreover, this approach enhances the quality of learning, leading to several positive changes, including:

a. **Motivating students during learning activities**

Students exchanged opinions about the material displayed, fostering collaboration among peers. The focus and engagement levels of the students improved, as they became more involved in learning activities due to the approach that involved physical movement (students moved from one gallery to another). Their attention increased because they presented the material visually and in writing at each gallery, which they could directly observe, and the dynamic learning environment helped maintain their enthusiasm. Students were motivated to understand the material in the gallery and were encouraged to ask questions to seek additional information when encountering interesting or unclear concepts.

b. **Students became more active**

Students who were usually passive in class were more motivated to participate due to the relaxed and interactive atmosphere. During the learning activities, all students were given an equal opportunity to share ideas and provide feedback. The implementation of the gallery walk method also helped develop students' critical thinking skills as they commented on and analyzed the information they gained. Their confidence increased, and they became more interactive, reducing anxiety about making mistakes and boosting their motivation to learn. The gallery walk method provided a more

enjoyable, interactive, and in-depth learning experience, leading to behavioral changes that supported the achievement of learning objectives.

c. Learning activities became more interactive

Based on the results of the research, through observations and surveys of 20 students in the 10th-grade Visual Communication Design class, 17 students, or about 85%, were willing to ask and answer questions posed by other groups. They were able to understand the material presented by other groups. This result shows that the students were motivated during the learning activities. In cooperative learning with the gallery walk method, students learned to work collaboratively, exchanging ideas to complete the material assigned.

d. Focus and engagement in learning improved

Students became more actively engaged in learning activities because this teaching model involved physical movement, as they moved from one group to another. Their attention improved, as seen through direct observation during the learning process. They were enthusiastic about understanding the material presented by other groups, visualized through images and writing. This was reflected in the survey results, where 75% of students stated that using the gallery walk method made them more enthusiastic because they could work together with their group members.

CONCLUSION AND SUGGESTION

Based on the data analysis, the students' motivation to learn English at the initial stage was low. This was reflected in their lack of participation, reluctance to try new things, and passive attitude during the learning process. However, by using the gallery walk model, students became more motivated to participate in learning activities. They were more active, interactive, focused, and engaged in the learning process.

Based on the conclusions presented, the author's suggestion is for educators to use the cooperative learning model with the gallery walk type. This approach can motivate students to participate in learning activities, making them more active and interactive. Additionally, students can be directly involved in the learning process. Thus, the learning activities can proceed effectively. For researchers, this study can serve as a source for conducting further research and as an additional reference for future studies.

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