CHAPTER I

INTRODUCTION

A. Background of the Study

The 21st century presents Indonesia with significant challenges in competing globally, particularly within the education sector. Preparing a high-quality workforce has become crucial. Education plays a pivotal role in developing human resource and equipping individuals with the necessary skills and knowledge to thrive in a dynamic and interconnected world.[1]

According to law No.20 of 2003 concerning the National Education system article 1, the definition of education is explained as follows:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation and state"[2]

An examination of the aforementioned law reveals a clear vision for education in Indonesia. It aspires to guide students in cultivating their full potential. This potential encompasses various aspects, including spiritual strength in religious life, social adaptability, a resilient and strong personality, intellectual capacity, and the ability to integrate noble character traits and life skills that benefit both themselves and their surrounding communities. Education serves as a cornerstone in shaping student personality, and this development is intrinsically linked to effective teaching and learning processes.

---

[1] Ahmad Ginanjar, "*Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam Melalui Penerapan Metode Index Card Match Di Kelas Vii-3 Smpn 66 Jakarta*," Jurnal Pendidikan Islam, no.2, (2019): 55

[2] Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

student's personality, which is inseparable from the teaching and learning process activities. The teaching process that develops in schools, especially in the classroom, generally involves the role of the teacher and students as individuals who are directly involved in the process. While the active involvement of students in the classroom in the teaching and learning process is largely determined by the teacher's ability to teach and the use of methods in teaching.[3]

Learning outcomes are the result of a dynamic interaction between teaching and learning processes. From the teacher's perspective, the evaluation of learning outcomes concludes the teaching cycle. From the student's perspective, learning outcomes represent the culmination of the learning process.[4] It is important to note that the final assessment should not solely focus on the end result. The teaching process itself, including the methods and strategies employed by the teacher, significantly influences student learning. Teachers must carefully consider their teaching approach and adapt their methods to effectively convey the subject matter to their students.

One of the special subjects in the Madrasah Tsanawiyyah curriculum is the subject of Islamic Cultural History. Islamic Cultural History teachers have an important role in educational interactions at school because, in Islamic Cultural History lessons, it is an important subject, because it is from this material that students will gain extraordinary knowledge about how the history of Islam during the time of the Prophet Muhammad, where the Prophet is a role model for Muslims.[5]

---

[3] Nur Latifah, Arita Marini, and Arifin Maksum, "*Pendidikan Multikultural Di Sekolah Dasar (Sebuah Studi Pustaka),*" Jurnal Pendidikan Dasar Nusantara 6, no. 2 (2021): 42–51,

[4] Ahdar Djamaluddin and Wardana, *Belajar Dan Pembelajaran*, (Jakarta, *CV Kaaffah Learning Center*, 2019).p.23.

[5] Eni Riffriyanti, "*Variasi Metode Pelajaran Sejarah Kebudayaan Islam (SKI) Di MTs Miftahul Ulum Weding Bonang Demak*," Jurnal Studi Dan Penelitian Pendidikan Isla*m* 2, no. 2 (2019): 1–10.

Islamic Cultural History itself means a collection of important events or events of Muslim figures that are important in the development of Islam. In the appendix of PMA No. 65 of 2014, it is explained more comprehensively, namely a record of the development of the life journey of Muslim humans from time to time in worship, business and morals as well as in developing a system of life or spreading Islamic teachings based on faith.[6]

Effective education necessitates a focus on high-quality human resources, particularly educators. Teachers play a crucial role in shaping student learning experiences. Therefore, it is essential to ensure that educators possess the necessary professional skills and competencies to effectively guide and support student development.[7]

Traditionally, teaching methods in Islamic Cultural History classes often relied heavily on lectures, requiring students to passively listen and memorize information. This teacher-centered approach can lead to monotony and decreased student engagement, ultimately impacting learning outcomes and hindering students' understanding of the subject matter.[8] Such conditions will lead to reduced student activeness in learning and decreased student learning outcomes, causing a lack of student understanding of Islamic Cultural History subjects.

In teaching and learning activeness in the classroom, not all students have high results and interest. The low interest in student learning has an impact

---

[6] Devi Yarisandi, "*Observasi Pembelajaran Sejarah Kebudayaan Islam Di Madrasah Ibtidaiyah Nurul Iman Pematang Gajah Muaro Jambi*," Jurnal Pendidikan Guru Madrasah Ibtidaiyah (PGMI) 4, no. 1 (2021): 87–93.

[7] Ahmad Supriyanto, "*Penerapan Metode Gallery Walk Dalam Meningkatkan Sikap Tolong Menolong Pada Pembelajaran Pendidikan Agama Islam Pada Siswa Kelas V Di Sekolah Dasar Islam Ar-Rahiim Ungaran Timur Kabupaten Semarang Tahun Pelajaran 2019/2020*," Jurnal Inspirasi 5, no. 1 (2021): 88–122.

[8] Wahyu Taatillah and Tanri Bali., "*Upaya Meningkatkan Kemampuan Komunikasi Peserta Didik Melalui Model TSTS Dengan Metode Gallery Walk SMPN Onto No 8 Kabupaten Kepulauan Selayar*," Jurnal Pemikiran Dan Pengembangan Pembelajaran 5, no. 2 (2023): 24–25.

on low student learning result,[9] this results in low Islamic Cultural History scores. This hints at the lack of learning result possessed by these students. If such a reality is ignored and allowed to continue, then the teaching and learning process will not go well and educational goals will not be achieved. So that students will not be able to master the material that the teacher has conveyed.

Based on the results of interviews the author conducted with teachers, this happened to students' class IX at MTs Ash-Shiddiqiyyah Cirebon, especially in the subject of Islamic Cultural History. The teacher admits that in the teaching and learning process there are still shortcomings and weaknesses, including the teaching and learning process that does not involve students. Students in this subject print learning results that are not in accordance with the average value of the Minimum Completeness Criteria (KKM) determined by the teachers which is 70 and the average from the learning result is 55.[10]

In interviews that researchers conducted with subject teachers, they also admitted that learning Islamic Cultural History material is still conventional, namely the teacher in delivering learning is still in a monotonous way, such as lecturing, then students read the Islamic Cultural History book. Learning like this makes students feel bored and saturated, resulting in passive tendencies in the classroom and less active involvement in the learning process. That way, the application of varied and interactive learning strategies is needed so that learning becomes more fun and is able to increase learning activeness, and that way student learning outcomes will also increase.

To identify the core problem of the study, the first step was to conduct initial classroom observations. This observation aims to see the behavior of students during the learning process, especially related to their level of

---

[9] Safariah, "*Upaya Peningkatan Aktivitas Dan Hasil Belajar Fiqih Melalui Penerapan Metode Gallery Walk Materi Puasa Siswa Kelas VIII-2 MTsS Krueng Raya,*" Jurnal Pendidikan Dan Pengabdian Vokasi 1, no. 1 (2020): 11.

[10] "Hasil Wawancara dengan Guru pada hari Sabtu 18 September 2024 pada pukul 09.00 WIB..

involvement in discussions and learning result in the subject of Islamic Cultural History (SKI). In addition, interviews were conducted with teachers to gather information about the challenges they face in teaching, the learning methods that are often used, and students' responses to these methods. Not only that, students were also asked for feedback regarding the difficulties they faced in understanding the material and their interest in the learning process in class.[11]

The next step was to analyze the students' documents and learning result data to evaluate their grade trends and participation. A literature review was also conducted by reading relevant journals, books and articles to understand the theories and methods that are suitable to be applied in SKI learning. Based on the results of the analysis, there was a gap between the expectations of learning and the reality in the field, such as the use of traditional methods that are less interactive. From here, the problem is formulated, namely the low student activeness and learning outcomes, which encourages the selection of the Gallery Walk strategy as an innovative solution in this study. [12]

This study takes the theory related to interdependence in collaborative learning by highlighting the theory developed by Morton Deutsch and expanded by David W. Johnson and Roger T. Johnson. In the context of education, positive interdependence becomes one of the main principles in collaborative learning, where individual success depends on the success of the group as a whole. This approach emphasizes the importance of cooperation, a sense of shared responsibility, and mutual support among group members to achieve a common goal. The article also outlines how a balance between competition and collaboration is needed in the learning environment to optimize learning result.

---

[11] Sukmawati, "*Implementasi Model Pembelajaran Galery Walk Untuk Meningkatkan Partisipasi Siswa Dalam Pembelajaran Diskusi Mata Pelajaran Sejarah Kelas XI Di SMA Negeri 22 Makassar*" 6, no. 3 (2024): 875–79.

[12] Nilla Oktavia, "*Analisis Metode Pemebelajaran Gallery Walk Pada Mata Pelajaran Sejarah Kebudayaan Islam*" (Universitas Islam Negeri Imam Bonjol Padang, 2022).

The basic principles of cooperative learning, which can be applied in this study, include face-to-face interaction, individual and group responsibility, social skills, and group process evaluation. Cooperative learning not only improves academic outcomes, but also develops students' interpersonal skills. Using the philosophical approach of "Yin-Yang," this article illustrates how collaboration and competition can complement each other in forming healthy group dynamics. Collaborative learning is not only a learning strategy, but also a tool to build inclusive and productive learning communities.[13]

Effective teaching requires educators to possess a diverse repertoire of teaching strategies. While lectures can be valuable, relying solely on this method can lead to student disengagement. To maintain student interest, teachers must incorporate a variety of interactive teaching methods that encourage active learning and participation

Student learning result are influenced by various factors, including the design, methods, strategies, and learning models employed in the teaching process. Due to the volume of information and the often-complex nature of historical content, effective learning of history requires engaging and memorable teaching methods.[14]

Therefore, effective history education necessitates creative and engaging teaching methods that can captivate student interest. To create a directed and engaging learning process, it is crucial to employ teaching strategies that motivate students and actively involve them in their learning

The teacher's strategy significantly influences the effectiveness of the teaching and learning process. By employing engaging and motivating teaching

---

[13] Nidya Dudija, "Cooperative vs Competitive: Filosofi Keseimbangan 'Yin-Yang' Dalam Hubungan Interdependency," *Buletin Psikologi* 23, no. 2 (2015): 65, https://doi.org/10.22146/bpsi.10563.

[14] Elvira Fauzia, Bustan, and Sari Kusumawati K, "*Penerapan Model Pembelajaran Koopratif Tipe Gallery Walk Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Sejarah Di SMAN 3 Wajo,*" Jurnal Pemikiran Dan Pengembangan Pembelajaran 5, no. 2 (2023): 755.

methods, teachers can stimulate student interest and encourage active participation. This creates a conducive learning environment where students can develop their talents and achieve their full potential.[15]

In this regard, several studies have shown that cooperative learning is more effective than direct learning. According to Zakaria, cooperative learning provides a great opportunity for students to be active and contribute to learning. Therefore, there is a need for innovative learning strategies such as Gallery Walk, which is designed to actively engage students, increase their involvement in learning, and ultimately improve their learning outcomes. This strategy is considered relevant as it encourages students to work together, think critically and share their understanding with their peers through an interactive and fun approach. An effective strategy in this case will help students easily understand the learning material with fun.[16]

The classroom atmosphere needs to be planned and built in such a way that using the Gallery Walk strategy is considered suitable to be applied in learning Islamic Cultural History because with this learning strategy students actively contribute to the learning process so that it will increase student enthusiasm in improving learning result. The Gallery Walk method is where students learn in small groups of 4 to 5 people, with heterogeneous attention, and positive cooperation, and each member is responsible for learning certain issues from the material provided and conveying the material to other group members.

The selection of MTs Ash-Shiddiqiyyah Cirebon as the research location was based on the suitability of the school's vision and mission with the

---

[15] Muhjam Kamza, Husaini, and Idah Lestari Ayu, "*Pengaruh Metode Pembelajaran Diskusi Dengan Tipe Buzz Group Terhadap Keaktifan Belajar Siswa Pada Mata Pelajaran IPS*," Jurnal Basicedu 5, no. 5 (2021): 4120–26,.

[16] Dwi Hastuti Listiyani, "*Upaya Meningkatkan Keterampilan 4C Siswa Kelas VIII Dengan Strategi Gallery Walk Dalam Pembelajaran Matematika Di SMP Negeri 3 Tepus*," JTMT: Journal Tadris Matematika 2, no. 2 (2021): 24–30,

focus of this research. This school is committed to developing students' potential holistically, including academic, religious, and character building aspects. This suitability supports the research objectives to improve student activeness and learning result through the application of the Gallery Walk learning strategy in the subject of Islamic Culture History (SKI). With this background, MTs Ash-Shiddiqiyyah is the right place to implement this strategy to support more interactive and meaningful learning. Thus, the title of this study is: **"Application of The Gallery Walk Strategy to Improve Students' Learning Activeness and Result in SKI Lesson's for Grade 9 MTs Ash-Shiddiqiyyah Cirebon West Java Academic Year 2024/2025"**

B. The Reseacrh Questions

Based on the background of the problems described above, the problems that are the focus of research studies and their formulations are as follows.

1. How does the application of the Gallery Walk Strategy improve students' learning activeness in Class 9 on the Islamic Cultural History subject at MTs Ash Shiddiqiyah?

2. How does the application of the Gallery Walk Strategy improve students' learning results in Class 9 on the Islamic Cultural History subject at MTs Ash Shiddiqiyah?

C. The Aims of The Study

1. This study aims to reveal the application of the Gallery Walk Strategy to improve students' learning activeness in Class 9 on the Islamic Cultural History subject at MTs Ash Shiddiqiyah

2. This study aims to reveal the application of the Gallery Walk Strategy to improve students' learning result in Class 9 on the Islamic Cultural History subject at MTs Ash Shiddiqiyah.

D. Significance of the Study

1. Theoretical Benefits

This research is expected to contribute thoughts, insights and enrich knowledge about the application of the Gallery Walk Learning strategy in SKI material in order to improve the learning process so as to improve student learning result. In addition, it can increase the establishment of cooperation in the educational environment.

2. Practical Benefits

a. For Teachers

This research is expected to broaden insight and add new innovations for teachers regarding Islamic Culture History Learning strategies that make it easier for teachers to diagnose student learning difficulties so that it can be a teacher's introduction to the success of the Islamic Culture History Learning process, and learning Islamic Culture History becomes more active and fun.

b. For Schools

This research is expected to contribute to schools, especially in the context of improving and developing creative and innovative learning processes and can improve student learning achievement in SKI lessons.

c. For Reseachers

Through this research, it is hoped that researcher can add insight, knowledge, and experience for writers and readers who will research in further research.

E. Writing Systematics

The Systematics of Writing in this Research on the Application of the Gallery Walk Learning Strategy to Increase Student Activeness and Learning

Outcomes in Islamic Cultural History at MTs Ash-Shiddiqiyyah Cirebon are as follows

In the first chapter there are several sub-themes, including the background of the problem, the formulation of the problem, the objectives and uses of the research, and finally the systematics of writing.

Then in the second chapter is the theoretical basis. In this chapter, it will be discussed about learning strategies, which include understanding learning strategies, goals, and uses of learning strategies. Gallery Walk strategy, which includes the definition of Gallery Walk, the purpose of the Gallery Walk strategy, the steps of Gallery Walk, and the advantages and disadvantages of the Gallery Walk strategy. Islamic Cultural History Learning, which includes the definition of Islamic cultural history, the values that exist in Islamic Culture History Learning, Learning theories that are relevant for Islamic Culture History learning. Learning result that include the definition of learning result, theories of learning result, factors that influence learning result, measurement and evaluation of learning result, and the relationship between learning result and learning objectives. Finally, learning activeness, which includes the definition of learning activeness, theories of learning activeness, factors that influence learning activeness, how to measure learning activeness, and the relationship between learning activeness and learning objectives.

Chapter three contains research methods, which include the type and approach of research, research location, data and research data sources, data collection techniques, data analysis techniques, and data validity checks.

The fourth chapter contains data analysis and research results. In this chapter, the research will present data on the implementation of the Gallery Walk Learning Strategy to increase student activeness and learning outcomes in Islamic Cultural History material at Mts Ash-Shiddiqiyyah Cirebon.

The fifth chapter, namely the closing, which consists of conclusions and suggestions. At the end of this thesis, among others, a bibliography and attachments.