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## Media Influence: *Gallery Of Learning* To Enhance Students' Creativity And Learning History Achievement Of Universitas Syiah Kuala

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### ABSTRACT

This study aims: to determine the effect of the application of the *Gallery of Learning* the learning achievement of students of Universitas Syiah Kuala. This study uses a quantitative approach and the type of experimental research. The population in this study are students of history education, amounting to 46 people. This research data collection techniques using tests and documentation. As for the stage of data analysis techniques in this study were; (1) calculate the average; (2) calculate the variance and standard deviation; (3) test for normality data; (4) test of homogeneity of variance; and t-test. Based on the data analysis stage it is obtained: Final test homogeneity of variance test experiment and control class was 1.53 and 0.49 t-test results. Results of research found is the implementation strategy of *lear(gallery of learning)* effect on student learning achievement history education history of Universitas Syiah Kuala. Data Distribution final test scores of students in the experimental and control group with normal distribution based on a significant level  $\leq X^2_{count} X^2_{table}$  namely  $7.81$  and  $4.51 \leq 4.93 \leq 7.81$ , to test the homogeneity of  $F \leq 1.53 \leq 2.03$   $F_{table} =$  then the data variance experimental class and control class homogeneous. The results of t-test to analyze the effect of learning outcomes by using strategies learned gallery acquired the t-test is  $t = 0.49$ , while  $t_{table} = 1.68$ . Means that  $t \geq 1.68 \geq t_{table} = 0.49$ .

Keyword: *Gallery learning*, History Education, Creativity and Learning History Achievement

### ABSTRAK

Penelitian ini bertujuan: untuk mengetahui pengaruh penerapan Galeri Pembelajaran terhadap prestasi belajar mahasiswa Universitas Syiah Kuala. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian eksperimental. Populasi dalam penelitian ini adalah mahasiswa pendidikan sejarah yang berjumlah 46 orang. Teknik pengumpulan data penelitian ini menggunakan tes dan dokumentasi. Adapun tahapan teknik analisis data dalam penelitian ini adalah; (1) hitung rata-rata; (2) menghitung varians dan deviasi standar; (3) uji normalitas data; (4) uji homogenitas varians; dan uji-t. Berdasarkan tahap analisis data diperoleh: Uji homogenitas uji homogenitas varian kelas eksperimen dan kelas kontrol diperoleh hasil uji t 1,53 dan 0,49. Hasil penelitian yang ditemukan adalah penerapan strategi pembelajaran (*gallery of learning*) berpengaruh terhadap prestasi belajar mahasiswa sejarah pendidikan sejarah Universitas Syiah Kuala. Distribusi Data skor tes akhir siswa kelompok eksperimen dan kontrol berdistribusi normal berdasarkan taraf signifikan  $\leq X^2_{hitung} X^2_{tabel}$  yaitu 7,81 dan  $4,51 \leq 4,93 \leq 7,81$ , untuk uji homogenitas  $F \leq 1,53 \leq 2,03$   $F_{tabel} =$  maka varians data kelas eksperimen dan kelas kontrol homogen. Hasil uji-t untuk menganalisis pengaruh hasil belajar dengan menggunakan strategi *learning gallery* diperoleh hasil uji-t  $t = 0,49$  sedangkan  $t_{tabel} = 1,68$ . Berarti  $t \geq 1,68 \geq t_{tabel} = 0,49$ .

Kata Kunci: Model Galeri, Pendidikan Sejarah, Kreativitas dan Prestasi Belajar Sejarah

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## INTRODUCTION

Education is fundamentally a process of interaction between educators with learners both in the life of formal, informal and non-formal. Education has a goal to educate the learners, develop their knowledge and skills, physical health and religious. In education the role of a teacher is very important for being a lecturer and educator for students. Education have a strategic role in the development of a nation. Various studies in many countries show a strong correlation between the educational level of these nations progress shown by various indicators of economic, social, and cultural.

In the world of education must never apart from the name of the learning process. The learning process is basically a process of educational communication between educators with learners, where educators will endeavor to assist and guide learners to reach toward adulthood so that he is able to adapt to the environment and become a good member of society in accordance with the purpose of education and teaching. Inteaching and learning process, learners are the main requirements that are needed, because without this students activity participants can not take place. This learning process will certainly not be effective as befits a learning process, when not supported by some of the required components in the learning process. Generally, the components required in the learning process are: the basic competencies, indicators, goals to be achieved, students, teachers, materials to be delivered, method or model, class organization, media education, the time available, classroom conditions, and environment, as well as an evaluation tool tested in order to regulate the degree of success of the learning process (Gulo, 2002: 4). All the components of this study are then joined together in a design that is referred to as the design of the learning program. All the components that should be present in the design of this learning program, equally important position. Therefore, if there is only one component is missing in the learning process, it will cause

a decline in output from the learning. their basic competencies, indicators, goals to be achieved, students, teachers, materials to be delivered, method or model, class organization, media education, the time available, classroom conditions, and environment, as well as an evaluation tool tested to set the level of success of the process learning (Gulo, 2002: 4). All the components of this study are then joined together in a design that is referred to as the design of the learning program. All the components that should be present in the design of this learning program, equally important position. Therefore, if there is only one component is missing in the learning process, it will cause a decline in output from the learning. their basic competencies, indicators, goals to be achieved, students, teachers, materials to be delivered, method or model, class organization, media education, the time available, classroom conditions, and environment, as well as an evaluation tool tested to set the level of success of the process learning (Gulo, 2002: 4). All the components of this study are then joined together in a design that is referred to as the design of the learning program. All the components that should be present in the design of this learning program, equally important position. Therefore, if there is only one component is missing in the learning process, it will cause a decline in output from the learning. media education, the time available, classroom conditions, and environment, as well as an evaluation tool tested to set the level of success of the learning process (Gulo, 2002: 4). All the components of this study are then joined together in a design that is referred to as the design of the learning program. All the components that should be present in the design of this learning program, equally important position. Therefore, if there is only one component is missing in the learning process, it will cause a decline in output from the learning. media education, the time available, classroom conditions, and environment, as well as an evaluation tool tested to set the level of success of the learning process (Gulo, 2002: 4). All the components of this study are then joined together in a design that is referred to as the

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This has been proven in the field, many of the teachers or educators in fact been relieveone in the learning process. Components intended learning model, which led to the learner could not do the same work with the team to solve a problem and moody prefer a personal interest. Widja revealed that learning history is not interesting and boring. History teachers or Social Science only disclose dry facts in the form of a sequence of years and events sheer, models and techniques of learning also from that to it alone, while Wiria Atmadja mention that the teaching of history is less to involve and give a "culture of silence" takes place in the classroom (Isjoni & Ismail, 2008: 146).

This situation is compounded by their habit of ignoring the variety of methods in the learning process. In harmony with two opinion above, Wiyanarti (Isjoni & Ismail, 2008: 147) says that the teaching of history is considered boring and lacking meaning perceived by the learners in everyday life. Education and learning together with educational history memorization of the year, places and events that can hardly be expected role in educating the younger generation. In addition, regardless of the method in the learning process of course will result in the process of teaching history tidakoptimal as expected.

One embodiment of the professional learning process is the learning process implementdirectly to the real world. According Sudjana & Rival (2001: 208), teachers can encourage students to learn about the real situation with exposes students to real-time environment to be studied, observed in conjunction with the learning process. This method is more meaningful due to the students are confronted with the actual events and circumstances naturally, so more real, more factual and truth more accountable. According Suardi (2018: 7) learning is the assistance provided educators to be a process of acquisition of knowledge and learning, mastery of skills and temperament, as well as the formation of attitudes and beliefs on students. In this case, to complete the learning process of the school should be able to provide facilities and infrastructure that can support better learning. The learning process is experienced by students, a response to all learning events programmed by the teacher (Dimiyati and Mudjiono, 2013: 20).

In order to attract students in learning by using learning strategies that strategy *gallery of learning*, with the application of learning strategies, the students can think critically, active, effective and efficient so as to learn more fun and learning goals can be achieved with the results in want. *Gallery of learning* is a way to assess and remembering what the students have learned so far (Silberman 2010: 274). This activity helps students to be more active and interactive. Based on the above, the author wants to do research with title: MediaInfluence: *GalleryOfLearning* To Enhance Students' Creativity And Learning History Achievement Of Universitas Syiah Kuala.

## RESEARCH METHODS

The study design using quantitative and experimental approach, by Sugiyono (2010: 107), was adopted to search the effect of the method: Media Influence: *Gallery Of Learning* To Enhance Students' Creativity And Learning History

Achievement Of Universitas Syiah Kuala. The research phase consisted of: normality test and homogeneity test.

Respondents in this research were 46 students of history education using the techniques of data collection through testing, documentation and using data analysis techniques through a pre-requisite analysis.

## RESULTS AND DISCUSSION

### Normality test

In the first stage of data analysis: (1) Test Normality values obtained  $x^2$  count = 4.93 then subsequently confirmed with  $x^2$  table value at significance level of 5% ( $\alpha = 0.05$ ) with  $df = k-3$  refers to the chi square table. (2) The value of  $x^2$  table at significance level of 5% ( $\alpha = 0.05$ ) with  $df = 6-3 = 3$ . Thus obtained  $x^2_{1-\alpha}(df) = x^2_{1-0,05}(3) = x^2(0.95)(3) = 7.81$ . (3) The calculations show value and  $X^2_{table}$   $X^2$  count = 4.93 = 7.81 at significance level of 5% ( $\alpha = 0.05$ ) with  $df = 6-3 = 3$  This means that  $X^2$  count <  $X^2$  table or 4.93 < 7, 81. Thus, in accordance with the testing criteria then  $H_0$  is accepted. Thank  $H_0$  means the normal distribution of data experimental class.

**Table 1.** Normality Test

value Test	limit Class (X)	Z-score for Limit Class (Zi)	Regional spacious Normal Curve
65-70	64.5	-1.61	.4463
	70.5	-1.02	.3461
71-76	70.5	-1.02	.3461
	76.5	-0.44	.1700
77-82	76.5	-0.44	.1700
	82.5	0.14	0, 0557
83-88	82.5	0.14	.0557
	88.5	0.72	.2642
89-94	88.5	0.72	.2642
	94.5	1.30	.4032
95-100	94.5	1.30	.4032

100.5	1.89	0, 4706
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Sources Primary Data Analysis Using SPSS  
Normality Test Results 22

At the analysis stage gain control class; (1) the value  $x^2$  count= 4.51 then subsequently confirmed with  $x^2_{table}$  value at significance level of 5% ( $\alpha = 0.05$ ) with  $df = k-3$  refers to the chi-squared table. (2) The value of  $x^2_{table}$  at significance level of 5% ( $\alpha = 0.05$ ) with  $df = 6-3 = 3$ . Thus obtained  $x^2_{1-\alpha}(df) = x^2_{1-0,05}(3) = x^2(0.95)(3) = 7.81$ . (3) The calculations show value and  $X^2_{table}$   $X^2$  count= 4.51 = 7.81 at significance level of 5% ( $\alpha = 0.05$ ) with  $df = 6-3 = 3$ . This means that  $X^2$  count and  $X^2_{table}$  or 4.51 7.81, Thus, in accordance with the testing criteria then  $H_0$  is accepted. Thank  $H_0$  mean normal distribution of data control class.

**Table 2.** Normality Test Control Class

value Test	limit Class (X)	Z-score for Limit Class (Zi)
56-60	55.5	-1.58
	60.5	-0.98
61-65	60.5	-0.98
	65.5	-0.37
66-70	65.5	-0.37
	70.5	0.22
71-75	70.5	0.22
	75.5	0.82
76-80	75.5	0.82
	80.5	1.42
81-85	80.5	1.42
	85.5	2.03

Sources Primary Data Analysis Using SPSS  
Normality Test Results 22

### Homogeneity test

In the second stage of data analysis, namely; (1) Based on the distribution list F, the obtained  $F_{\alpha}(n_1-1, n_2-1) = F_{0,05}(23-1, 23-1) = F_{0,05}(22,22) = 2.03$  thus  $F_{count} \leq F_{table} = 1.53 \leq 2.03$ . (2) it can be concluded that  $H_0$  is accepted. So that the data farians experimental class and control class is

homogeneous. Ho accepted means of data experimental class control class is homogeneous or the data derived from the same population.

### Analysis of The Value-T

Furthermore, the authors determine the value Tcalculated using the following formula;

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{81,06 - 68,65}{87,15 \sqrt{\frac{1}{23} + \frac{1}{23}}} \\
 &= \frac{12,41}{87,15 \sqrt{0,086}} \\
 &= \frac{12,41}{87,15 (0,29)} \\
 &= \frac{12,41}{25,27} \\
 t &= 0.49
 \end{aligned}$$

With significant table = 0.05 and t, it is determined to find out the degree of freedom (df) as follows:

$$\begin{aligned}
 dk &= n_1 + N_2 - 2 \\
 &= 23 + 23 - 2 \\
 &= 44
 \end{aligned}$$

Furthermore, from the table obtained table = 1.68. After obtaining the value of t = 0.49 compared debfan next table value at significance level  $\alpha = 0.05$  df =  $n_1 + n_2 - 2$ . The value ttable at significant level  $\alpha = 0.05$  df = 44 is 1.68, Testing criteria is received Ha if  $t > t$  table when another valuable then Ha rejected. Thank Ha means the learning outcomes of students who are taught using learning galleries strategy better than the results of student learning are not using strategies learned gallery. Based on the above results, the value of  $t = 0.49$ , while  $t > t$  table = 1.68. Means that  $t > t$  table or  $0.49 > 1.68$ . Thus in accordance with the test criteria so Ha is received.

### DISCUSSION

In the research that has been done, the researchers conducted a meeting for each class will be subjek research consists of experimental class and control class. In this case the learning process carried out in the

experimental class using the strategy gallery of learning (learning gallery) while in class learning control is implemented without using a gallery of learning strategies (learning gallery). Learning each class lasts for 90 minutes (2 hours of learning). After the study was completed, the researchers gave the test to each student both in the classroom and in the classroom experiment control. Tests given aims to determine student results either using strategies learned gallery or not using strategies learned gallery. The results of experimental class students learn there are five 5 people scored 65-70 and 18 students scoring above 75, the range of the lowest score of 65, while the highest value of 100. The average value of this class is 80.86 Unum shows that the experimental class students already learning completed, but individually there are five students who have not completed or there are 21.7% of the students in class experiments that are not thoroughly studied. Different from the experimental class, student learning outcomes in the control class, there are 9 students who earn grades 60-70 and 14 students who scored above 75. In terms of the range of the lowest score was 60 and the highest score of 85, then the value of the average grade is 70, 65. It can be stated that, overall, students in the control class was not finished learning, it visible of 23 class control the number of students there are 39% of the students who pass the study and 60% of students who have not been thoroughly studied. As for the post-test results showed the highest value obtained by the control class is 85 and the lowest value of 60.

From the data analysis has been done, it is known that the average value obtained by the students in the experimental class and control class is 81.06 68.65. It is seen that the experimental class student test scores higher than the value of the control class students. To test the variance and standard deviation obtained 105.43 and 10.26 for the experimental class, while the class gained control of 68.87 and 8.29. Then one of the concepts in the subject matter to

be taught in East Asia learning through methods *Gallery Of Learning* for history education student achievement increase of Universitas Syiah Kuala.

## CONCLUSION

Based on the research that have been conducted on the effect of the gallery learning strategy, it can be concluded that the use of learning strategies galleries effect on student learning outcomes. This is because students are actively involved in direct, interactive and communicative in teaching and learning in the classroom. In the experimental group there are 21.7% of the students do not pass the study and 78.2% of the students who pass the study, whereas in the control class are 60.8% of the students do not pass the study and 39.1% of the students who pass the study. In accordance with the data processing of the obtained results of the t-test value  $t = 0.49$ , while table = 1.68, meaning that  $t > t$  table or  $0.49 > 1.68$ . From processingData obtained nilaipada significant level of 5% ( $\alpha = 0.05$ ) with degrees of freedom  $df = 44$ , then method *Gallery Of Learning* effect on creativity and learning achievement in the history of education student history courses East Asia.

## ACKNOWLEDGMENT

Based on these results, the advice given to various parties, including the following; (1) for the university is expected to be instrumental in taking the policy to support the Gallery of Learning-based learning to improve student achievement and learn some vital lessons in the spirit of Syiah Kuala University. (2) The results of this study can be used as a reference to the lecturers in order to contribute to the improvement of learning achievement. (3) The history of education students are expected to always learn actively and creatively in order to improve learning achievement at the university campus of Syiah Kuala.

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