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The Practice of Pupil-Centered Activities in The Process of Learning Science Among Special Education Pupils Using the Gallery Walk Method

Siti Aishah Binti Mohd Shariff

Sekolah Menengah Kebangsaan Bukit Baru, Melaka
sams251292@yahoo.com

ABSTRACT

The purpose of this best practice is to practise the activities of the pupils in the classroom by using the Gallery Walk teaching strategy and collaborating in small groups to share ideas and communicate through questions, documents, pictures, and even texts among the pupils of Special Education at Sekolah Menengah Kebangsaan Bukit Baru Melaka (Bukit Baru Secondary School). This may help to address the issue of pupils being passive in the classroom. Gallery Walk is one of the most effective teaching strategies for 21st century learning. This pupil-centered learning allows students to actively connect during teaching and learning sessions. According to Muhammad Ridwan (2019), Research studies to the Gallery Walk approach are practices that have proven successful in combining the strategies of the learning process, to create an active learning environment. The focus of this practice activity is to see how Special Education pupils carry out student-centered learning activities using the Learning Strategy on a Gallery Walk basis. Teachers act as planners, facilitators, observers, and monitors to ensure that each pupil is engaged and learning throughout each group's presentation period. The target group for the implementation of this practice activity is 6 Special Education pupils in Sunflower class in 2022. The data collected in the implementation of this practice activity are using questionnaires, observations and interviews that are analyzed descriptively and narratively. The findings of the activities carried out revealed that this practice activity was successful in improving pupil-centered learning activities in science learning as well as improving the teacher's practice in the process of teaching and learning in terms of formulating, planning, and implementing activities in the Gallery Walk without compromising the content elements of the Curriculum and Assessment Standard Document.

Keywords : Student-Centered Learning Activity Problems, Special Education Pupils, Gallery Walk.

Introduction to Best Practices

Pupil-centered learning entails students actively participating in a learning activity. In the learning process, students do not rely solely on the teacher's instructions. This means that the students will act in accordance with the teacher's guidance and advice. Aside from that, the students do not isolate themselves from their

classmates. They even need to work together to solve any learning problems. They respect one another, collaborate, assist one another, and frequently exchange ideas in a cheerful and fun environment. According to Manish Kishore Kumar (2016), Pupil-centered education allows students to meaningfully speak and listen, write, read, content, ideas, issues, and express concerns about the subject taught.

Gallery Walk is a small-group discussion-based learning strategy for sharing ideas and communicating through questions, documents, pictures, situations, and text. In addition, it is possible to develop the pupils' knowledge and skills in thinking, communicating, and collaborating in gathering new information, as well as providing students with the opportunity to select, process, and convey new information and understandings obtained (Hailmi, 2016).

Through question and answer activities, this strategy can also teach pupils how to communicate more effectively. Communication in the context of education refers to conversations that take place between the teacher and the pupil or between pupil and pupil in order to share the knowledge that is understood with other colleagues. This is what is said to be pupil-centered communication. Through question and answer activities, this strategy can also train pupils to communicate more effectively. This is referred to as pupil-centered communication. According to Tewsbury et al. (2014), Gallery Walk is a cooperative learning strategy in which students are encouraged to actively participate in discussions. According to Fatin and Zahratun (2021), Ahmad Md Sharif (1994) stated that the Gallery Walk method of teaching and learning is interesting because it allows students to interact, communicate, Next, according to Fatin & Zahratun (2021), Ahmad Md Sharif (1994) who said that the teaching and learning is interesting in this Gallery Walk method where it gives students the opportunity to interact and communicate. This can be done with group activities that will avoid having a feeling of inferiority, easily feeling bored with the lessons which ultimately avoid being passive.

Justification on the Implementation of Best Practices

For your information, I teach Special Education to students with medium functioning level. Through my observation, there is a time when they are less active during the teaching and learning process in the classroom. Many of them are more likely to choose silence from speaking and dialogue with teachers during teaching and learning process. Pupils also find it difficult to respond when questioning sessions due to lack of self-confidence. Pupils find it difficult to give each other ideas and opinions. In addition, less interaction occurs between pupils and pupils and pupils with teachers. Therefore, the teacher needs to cheer up the students so that the objective in the classroom is achieved which is that the students can communicate and cooperate in the activities carried out. Herry (2017) asserts that active pupil engagement is the foundation of a successful teaching and learning process. They will always respond to learning, making it easier for teachers to assess. The variety of teaching delivery methods is an important component in increasing students' active engagement. The use of Gallery Walk, one of the methods of the 21st Century Learning strategy, in this best practise is based on students' inability to actively participate in PdPc. During teaching and learning process, the Gallery Walk strategy is geared toward pupil-centered activities. Communication, collaboration, critical thinking, and creativity are the critical skills used in PAK21 (IAB&KPM, 2017).

Through this strategy, I will concentrate on incorporating communication and collaborative elements into the implementation of this best practise activities.

Implementation Objectives

The following are the goals of implementing these best practises:

1. Establish student-centered learning activities through cooperative elements
2. Create student-centered learning activities using communication components.
3. Encourage active participation in student-centered learning activities

Implementation of Best Practices

Before implementing this best practise, I have made in advance a careful planning plan so that the necessary actions are carried out accurately My best practice objectives can thus be achieved successfully. The Gallery Walk method was used as a collaborative practice to address the problem of pupils inactive involvement during teaching and learning process in the classroom. The following is a plan for putting this best practises into action.

Phase 1: Identifying Problems

I discovered a checklist of documents while investigating this practice issue. Observations of students during PdPc in class revealed that they struggled to actively engage during teaching and learning sessions and questioning sessions. From the previous observations, many pupils are passive and are not inclined to speak during the questioning session. Pupils rely on the teacher during the session to answer questions.

Teacher-Centered Learning Environments in The Classroom



Learning takes place through one-way communication between the teacher and the pupil only. Pupils are passive and learn alone and rely on the teacher to understand learning. Students also have difficulty speaking in front of friends due to anxiety and lack of self-confidence . Teaching sometimes does not attract the attention of pupils as there are no activities involving students. The teacher is more focused on preparing in terms of notes and answering questions individually.

Phase 2: Action Planning Based on Best Practices

Before I carried out this practice, I had made in advance a careful planning plan so that it would go smoothly. This assists me in achieving the objectives correctly and precisely. Many past literature studies have enabled the Teacher's Best Practices to be implemented well and perfectly. The method used in my workplace best practices is the Gallery Walk strategy as an intervention in addressing the problem of pupil inactive engagement during PdPc. Here is action planning in implementing this best practices.

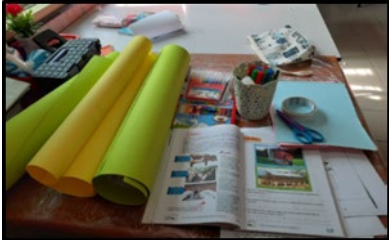
Table 1
Action Planning Best Practices

NO	ACTION SEQUENCE
1.	Observe spontaneously pupil responses during PdPc in the classroom.
2.	Six study participants were subjected to a checklist session.
3.	Analyze the results of observations and checklists.
4.	Formulate appropriate practice methods
5.	Planning the use of practice methods
6.	Conducting classes for teaching and learning
7.	Collect and analyze the findings obtained by research , observations and interviews
8.	Making evaluations and formulations


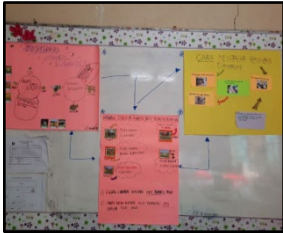
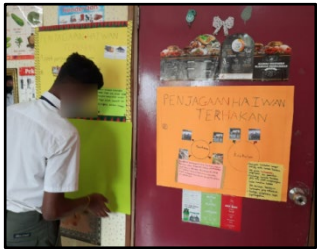
Table 2
Instructional and learning sessions

Actions For Best Practices: 1. Establishing Collaborative Practices

Method of Implementation
Gallery Walk is one of the most suitable teaching strategies to be practiced for 21st century learning. Group discussions, as well as student-centered allow students to be actively connected during teaching and learning sessions. Collaborate in small groups to share ideas and also communicate through questions, documents, pictures, situations and even text.
Steps:
i) Divide the pupils into three small groups.
ii) Depending on the needs of the teacher, each group will be assigned a different or identical subtopic.
iii) Students are asked to discuss in their respective groups before writing their responses on the manila card.
<p>Title: Livestock Management</p> <p>The diagram illustrates the implementation of a Gallery Walk strategy. At the top, the title 'Livestock Management' is centered. Below it, three orange circles represent the groups. Group 1 is on the left with the subtopic 'Animal Care Instructions'. Group 2 is in the center with 'Aspects of Livestock Care'. Group 3 is on the right with 'The Importance of Animal'.</p>

<p>Students Prepared Materials</p> <p>Students are given time to prepare their presentation material.</p>	<p>Pupils are instructed to divide the tasks well so as to save time. They are also supplied with markers, card manila, color pencils, and some more auxiliary materials if necessary to use.</p> 
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Actions For Best Practices: 2. Establishing Communication Practices

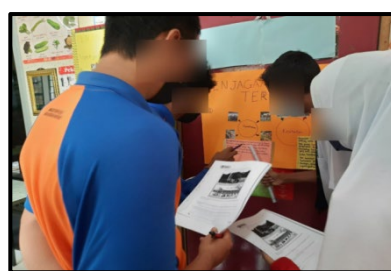
Method of Implementation
<p>To improve communication skills among pupils the teacher creates a situation of communication through :</p> <ul style="list-style-type: none"> • presentation on the given title • discuss in the group before the presentation in front of the class. <p>Steps :</p> <ol style="list-style-type: none"> 1. Finishing preparing the presentation material, students are given time to paste their manila cards in the corners set in the class. 2. Each group performs the final preparation by selecting one of them to be the presenter in the corner. 3. Teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups 4. Questions are asked orally by presenters and pupils will give answers followed by feedback from presenters. 5. The teacher ensures that there is collaboration/question and answer session between the group representatives and the visiting groups. 6. Pupils may bring textbooks and notes to the presentation session. 7. When everyone has finished moving to each corner, it is the turn of the group leaders to move to the opposite corner. It was their turn to hear their friend make a presentation to them. 8. Other students updated their notes and did a review of what their colleagues had said. <div style="display: flex; justify-content: space-around; margin-top: 20px;">    </div>

- Effectiveness 1. Teach pupils how to effectively communicate through questioning.
2. Develop pupils' listening skills.

Best Practices Actions : 3. Produce Active Involvement in Active Pupil-Centered Learning.

Method of Implementation



1. Pupils perform presentation activities in the group
2. Teacher monitor the delivery of students so that the presentation of Gallery Walk is effective as well as to provide quality information to other students.
3. The presenter elaborates the learning content information and asks questions to the classmates.
4. The teacher gives constructive comments in terms of tone of voice, writing, how to ask other friends, how to answer questions asked, how to give feedback if a friend asks unexpected questions and so on.
5. Pupils interact confidently. Colleagues recorded the information presented and asked questions by referring to the notes that the teacher had prepared. Among the examples of questions is to explain the importance of farm animals to humans.



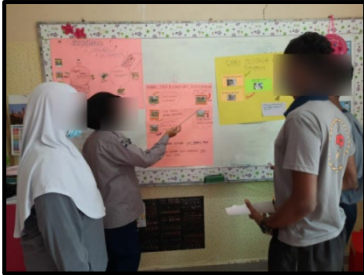
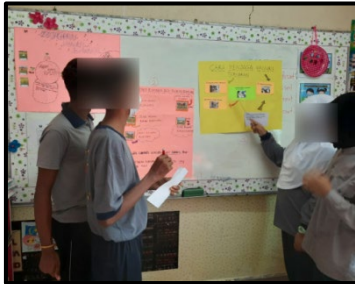

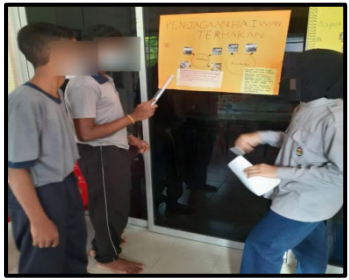



Produce active involvement in active Pupil-Centered Learning

Effectiveness from the Implementation of Best Practices


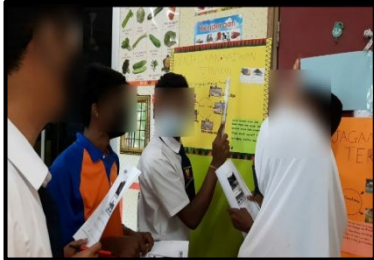
Creating Pupil-Centered Learning Activities Through Converging Elements

Elements of Effectiveness	Student-centered activities
<p>Collaborating</p> <p>From the observations of the teacher there are positive elements of co-operation :</p> <p>a) Interaction between group partners through discussion methods in completing information-seeking tasks results in collaboration and promotes multilateral interaction between friends in the group</p> <p>b) Pupils do not isolate themselves from peers. They even cooperate with each other to solve any learning problems. They value each other, cooperate, help each other and often exchange ideas in a cheerful and fun atmosphere.</p>	<p>Session 1</p>  <p>Session 2</p> 

Creating Pupil-Centered Learning Activities Through Communication Elements

Elements of Effectiveness	Student-centered activities	
<p>Communicate</p> <p>The teacher's observations revealed:</p> <p>a. During the presentation session the pupils seemed more relaxed and comfortable presenting tasks to their peers than the presentation in front of the teacher. It has increased the pupils' self-confidence in presentation activities.</p> <p>b. Pupils who serve as presenters are able to give a clear and concise explanation to their classmates.</p> <p>c. Pupils are able to listen and give feedback when questions are asked by presenters.</p>	<p>Group 1 presenter</p>  	<p>Group 2 presenter</p>  
	<p>Group 3 presenter</p>   	

Encourage Active Participation in Student-Centered Learning Activities.

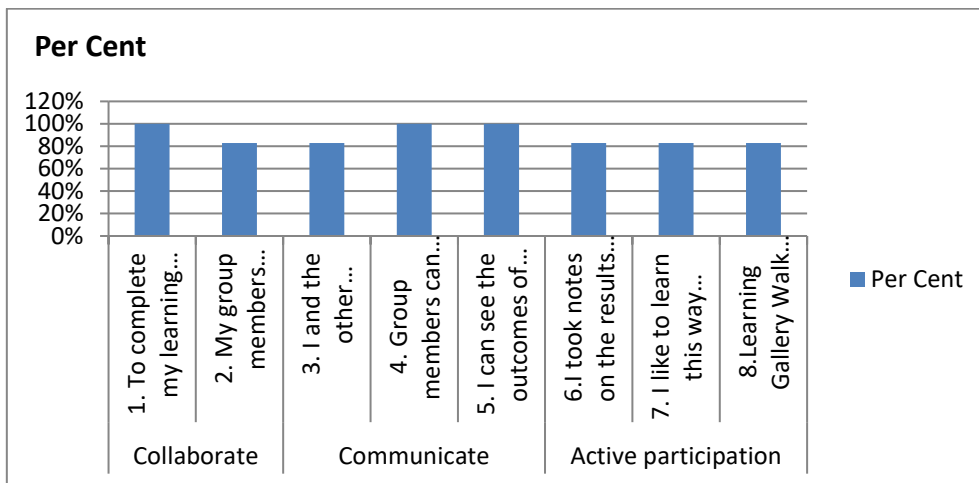
Student-centered activities	
Teachers' observations revealed that:	
<ol style="list-style-type: none"> 1. Pupils are eager to collaborate with one another during this activity. They also work efficiently and orderly to ensure that tasks are completed on time. 2. Pupils seem to be more responsible for their learning and strive harder when preparing learning materials. Most importantly they are very active during this learning. 3. The quality of group work and the quality of student presentation are satisfactory for the teacher. 4. Pupils can study in a cooperative manner and not learn individually. 	
	
Results of the interview with the students:	
<p>The interview findings produced a positive view from the students. The pupils are of the opinion that the friends in the group are actively involved during the presentation which is to ask and answer the questions given by the presenter.</p>	

Analysis of Questionnaires

The survey formula for the students' opinions on the PdPc Gallery Walk Strategy.

Element	Statement	Amount Agreed
Collaborate	1. To complete my learning task, I will collaborate with other students.	100 %
	2. My group members work well together to complete tasks.	83 %
Communicate	3. I and the other members of the group can discuss a topic together.	83 %
	4. Group members can assist me in understanding a topic.	100 %
	5. I can see the outcomes of other groups' work through presentations.	100 %
Active participation	6. I recorded information during the presentation session of the results of the work of other groups.	83 %
	7. I like to learn this way which is Gallery Walk because the learning features are so much fun.	83 %
	8. Learning Gallery Walk allows students to actively learn alongside their peers and teachers.	83 %

Table 3
Students' opinions on the PdPc Gallery Walk Strategy



Questionnaire Analysis

Referring to the findings of the pupil questionnaire, it was found that the element of collaborating and communicating can be established among the pupils with the Gallery Walk strategy. Pupils show active self-involvement during teaching and learning process. Pupils are active and tend to speak during presentation sessions.

Analysis of Observations

Based on the observations that have been made the teacher found that pupil-centered learning activities show positive results and achieve objectives. This practice activity successfully increases pupil-centered learning activities in science learning.

Students' interviews

Table 4
Maznah's Interview

	Dialog
Teacher	After applying the knowledge from the Gallery Walk approach, how does Maznah feel?
Maznah	Having fun and being happy
Teacher	Is this method affecting your relationships with your classmates?
Maznah	Yes
Teacher	What is the outcome?
Maznah	Improve mutual understanding
Teacher	Did you enjoy studying before I gave you this activity?
Maznah	Less
Teacher	Do you believe that this method of learning should be maintained in the classroom?
Maznah	Need
Teacher	Are your other friends actively participating in this learning?
Maznah	They are, indeed, actively involved.

Teacher	Do you feel more confident when you're speaking in front of your friends?
Maznah	Yes...Increasing my self-confidence

Analysis of Interviews

The interview findings produced positive insights from pupils where the element of collaborating and communicating can be established among pupils with the Gallery Walk strategy. Pupils are of the view that friends in the group are actively involved during the presentation..

Conclusion and Recommendations

These best practices have been able to create and produce student-centered learning activities. Pupil-centered teaching and learning is able to improve communication skills that include verbal communication and written communication such as visuals that use letters, numbers, symbols, images to convey information. Collaboration in example working together in groups to complete tasks has improved communication skills among students. This finding is supported by a study by Muhammad Ridwan (2019) which stated based on a questionnaire it was found that Gallery Walk greatly influenced students in the participation of classroom activities. The findings of this study also show that students' choice is dominated by the choice of consent towards the implementation of Gallery Walk. Similarly, the findings of the Ainun Rahmah et.al study (2017) showed that the students collaborated with the group members in all situations during the learning. According to Hailmi (2016), from his observations it was found that students are very eager to collaborate with each other while conducting Gallery Walk activities. They also work well together, and are organized to ensure that tasks can be performed properly. Overall findings show that this method provides positive results and effective benefits to teachers and pupils. In addition, the use of this method results in a fun process of teaching and learning. Teachers feel the need for a continuous implementation of best practices after seeing the effectiveness of learning using the Gallery Walk method.

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