

# Application of the Gallery Walk Method in Entrepreneurship Learning

Eki Dudi Darmawan<sup>1</sup>, Syaban Apandi<sup>2</sup>, Iwa Budiana<sup>3</sup>, Andi Hendra Syam<sup>4</sup>, Ramayani Yusuf<sup>5</sup>

{ekidudi@gmail.com<sup>1</sup>, busssyaban@gmail.com<sup>2</sup>, iwabudiana49@gmail.com<sup>3</sup>, andihendrasyam@gmail.com<sup>4</sup>, yusuframayani@gmail.com<sup>5</sup>}

Politeknik Piksi Ganesha, Bandung, Indonesia<sup>1</sup>

STAI Yamisa Bandung, Indonesia<sup>2</sup>

STEMBI Bandung, Indonesia<sup>3</sup>

STIM LPI Makassar, Indonesia<sup>4</sup>

Universitas Pendidikan Indonesia, Bandung, Indonesia<sup>5</sup>

**Abstract.** Creating new entrepreneurs among students is a must considering the fewer jobs available to them. Entrepreneurship Education answers these challenges by providing practical learning and materials to create new businesses. One of the materials given is about the character of entrepreneurship. In giving this material, the gallery walk method is used. This study aimed to determine the effect of the gallery walk method on entrepreneurship learning at the Piksi Ganesha Polytechnic Bandung. Students do the pre-test before learning and post-test after learning, the increase in understanding of one material, namely the characteristics of entrepreneurship, increases by 11%.

**Keywords:** Gallery walk; entrepreneurship learning; entrepreneurial character.

## 1 Introduction

Entrepreneurship education since 2010 has begun to be included in the learning curriculum considering the increasing unemployment rate in Indonesia [1]. Currently, the number of entrepreneurs in Indonesia is approximately 3.47% [2] of the total population of Indonesia, the total population of Indonesia. This number is equivalent to the ratio in Vietnam and is ranked 74th out of 126 countries [3]. This effort to create new entrepreneurs will positively impact employment in Indonesia.

Entrepreneurship learning is expected to create students who can create new businesses that match their skills and interests [4]. Another goal is to create a mindset within students and college graduates to be oriented towards finding work and make students aware that there are other options, namely creating job opportunities [5]. There are so many expectations that are placed on students to be able to build a better Indonesia by providing entrepreneurial learning. Another expected change is a change in mindset from looking for work to looking for employees to hire [6].

However, not all the efforts that are carried out will bear success. Many efforts will bear fruit with failure [7]. Some of the factors that cause business failure include management incompetence, lack of experience in doing business, uncontrolled business growth, failure to build a good business strategy. Also weak financial control, less strategic location, poor operational management and goods, and inability to make transitions. Business [7]. With the failures that students may face, many things are needed not to give up quickly. There is an entrepreneurial character in the entrepreneurship material that students must develop.

Dewi (2013) explains that a superior entrepreneur has creative, innovative, originality, risk-taking, forward-looking and achievement-oriented characteristics, is test-resistant, persevering, not easily discouraged, high-spirited, steel-disciplined, and steadfast in his work. Establishment in managing their business [5]. These eleven entrepreneurial characters are trying to be given to students in different ways to lead to a better understanding of them. In the previous entrepreneurship lesson, the lecturer only gave lectures and asked questions according to the teaching plan made. The students seemed unfocused and tended to look for their busyness during the learning process. It will not make students more familiar with entrepreneurial characteristics; students will be busy with their activities.

One way to get students interested in discussion is to create learning involving students taking part in the discussion [8]. One of the methods used is the gallery walk method. As the name implies, gallery means exhibition, and walk is defined as walking [9]. In gallery walk learning, students are required to learn independently with their group of friends in discussing specific material. In addition, in gallery walk learning, students must produce a product from what has been studied and then exhibited and explained to their friends in other groups [10]. The gallery walk will make students try to solve the problems by discussing, exchanging opinions, and debating with their fellow group members.

Another purpose of the gallery walk is: (1) to attract students' interest in the material provided, (2) to provide their knowledge and beliefs about the topic to be discussed, (3) to invite students to learn new things more deeply. (4) Allows students to develop their knowledge and skills (5) Provides opportunities to sort, process, and present new information and understanding obtained. (6) allow students to determine how to demonstrate what they have learned [11]. From these goals, it can be expected that students can understand the entrepreneurial character with the gallery walk method and try to make these characters the basis after completing this study.

## **2 Method**

This research is classroom action research (CAR). The characteristics of CAR include: (1) the problems studied are in the form of learning practice problems, (2) specific actions are needed to solve these problems to improve or improve the quality of learning in the classroom, (3) there are differences in conditions before and after CAR is done, and (4) The teacher himself acts as a researcher [12]. The flow of the gallery walk activities are:

1. Opening

The lecturer opened by explaining the entrepreneurial character. Students were given a pre-test to determine the students' initial knowledge.

## 2. Learning

The lecturer divides into five groups of students. Each group is given 2 – 3 entrepreneurial characters to discuss and write on the flip chart. After the discussion is over, the flip chart is pasted on the wall. Students in groups take turns visiting the results of other group discussions. Other group members may add their thoughts. After completion, students are collected and discussed in groups regarding their respective opinions on their observations. Gallery walk schematic:

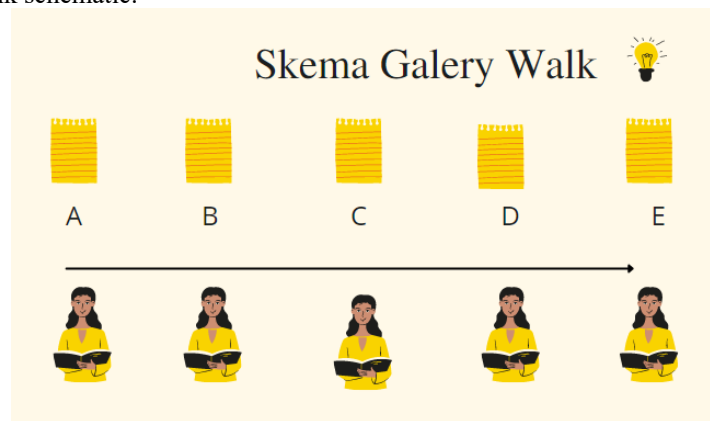


Figure 1: Schematic of the gallery walk

Source: processed by the author, 2022

Group A: Creative and Innovative

Group B: Originality and dare to take risks

Group C: Oriented forward and can stand the test

Group D: Diligent and not easily discouraged

Group E: high-spirited, disciplined, and firm in their stance

## 3. Closing

Students gather and are directed to discuss per group. All opinions are accommodated and allowed to reach a consensus. If an opinion is wrong, it is corrected. If it is true, it is strengthened. After finishing, the students were given a post-test of learning.

## 3 Results and Discussion

The results achieved after students took part in Entrepreneurship learning activities with Entrepreneurial Characteristics material were entrepreneurial learning material on entrepreneurial characters using gallery walk materials. It will increase student activity by 85%; not 100% were active in learning because some students looked confused and only observed their friends. Friends discuss. Students look more daring to express opinions and dare to argue with their friends' opinions if they disagree and learn to accept other friends' opinions if they are by the objectives of the material.

Based on the value of pre-test and post-test, there is an increase in the average value of 11%

**Table 1: Pre-test and Post-test Scores**

<b>Characteristic</b>	<b>Pre-test (%)</b>	<b>Post-test (%)</b>	<b>Differences (%)</b>
Creative	78	83	6
Innovative	80	90	10
Originality	76	87	11
Dare to take risks	65	78	13
Forward oriented	79	90	11
Hold Test	87	94	7
Persistent	80	97	17
Not easily discouraged	76	89	13
High spirit	81	95	14
Discipline	80	92	12
Steadfast in research	74	87	13
	77	89	11

Source: processed by the author, 2022

This increase in value shows that students better understand the material of entrepreneurial character and can answer the characteristics of entrepreneurial character well.

Constraints faced when learning to use a gallery walk include:

1. Student conditioning takes longer than usual learning; with this new method, students wonder what assignments will be given next.
2. Some groups linger in one discussion because they have not dared to decide what to write on their working paper.
3. Preparation of class settings and learning materials must be prepared longer and more thoroughly to avoid chaos during learning.
4. Debate during the whole discussion will be boring if the lecturer cannot stop and decide in the discussion.
5. The condition of students who simultaneously give opinions makes the class atmosphere crowded and disturbs other classes

The advantages of learning gallery walk in the entrepreneurship course on the material characteristics of entrepreneurship are:

1. Student scores increase by using a gallery walk
2. Students are more daring to express their opinions and feel that their classmates appreciate their ideas and opinions, no matter how small.
3. Familiarize students to accept criticism openly
4. Practicing entrepreneurial characteristics in this lesson directly.

## 4 Conclusion

Based on the research results in the classroom using a gallery walk with Entrepreneurial Characteristics material, understanding of the material increased by 11%. Students are more daring to express their opinions and are more confident. Implementing this learning activity requires a longer and more mature preparation time; the lecturer is expected to make a more detailed session plan so that nothing is missed in the explanation. Instructions given by the lecturer must be detailed so that students do not misinterpret the meaning of the instructions. Overall, the gallery walk method can provide students with a better and more focused understanding of the material.

## References

- [1] E. D. Kurniati, "Kewirausahaan Industri." 2015.
- [2] R. Saragih and D. M. Elisabeth, "Kewirausahaan Sosial Dibalik Pandemi Penelusuran Profil dan Strategi Bertahan," *J. Manaj.*, vol. 6, no. 1, pp. 47–56, 2020.
- [3] Purwanti; Endang, "Pengaruh Karakteristik Wirausaha , Modal Usaha , Strategi PEmasaran Terhadap Perkembangan UMKM di Des Dayaan dan Kalilondo Salatiga," *J. Kewirausahaan*, vol. 12, no. 1, pp. 66–74, 2013.
- [4] I. Adnyana, Agung, Lanang, Gusti and I. Purnami, Made, "Pengaruh Pendidikan Kewirausahaan, Self Efficacy Dan Locus of Control Pada Niat Berwirausaha," *E-Jurnal Manaj. Unud*, vol. 5, no. 2, pp. 1160–1188, 2014.
- [5] K. Amin, Yusuf; Tri, Suminar; Bagus, "Karakter Kewirausahaan Mahasiswa," *J. Nonform. Educ. Community Empower.*, vol. 3, no. 2, pp. 139–147, 2019, doi: 10.15294/pls.v2i1.23448.
- [6] N. Sifa, Farida; Akhmad, "Pengaruh Pendidikan Kewirausahaan, Lingkungan Keluarga, Dan Self Efficacy Terhadap Minat Berwirausaha Siswa Smk Program Keahlian Akuntansi," *Econ. Educ. Anal. J.*, vol. 5, no. 1, pp. 273–289, 2016.
- [7] M. Jannah, "Faktor- Faktor yang Mempengaruhi Kegagalan Usaha," *J. Wirausaha*, vol. 6, no. 11, pp. 951–952, 2018.
- [8] R. Y. S. Yusuf, "Metode Partisipatif pada Pelatihan Financial Life Skills Untuk meningkatkan Literasi keuangan pengajar Tridaya Group Bandung," 2019.
- [9] D. I. Zebua, "Model Gallery Pada Pelajaran Ekonomi Kelas Xi-Ips SMAS PEMDA 2 Gunung Sitoli," *JRPP*, vol. 2, pp. 392–398, 2019.
- [10] S. Nurhamidah, "Penerapan Model Gallery Walk Dalam Pembelajaran Geografi di SMA Negeri 6 Banjarmasin," *J. Pendidik. Geogr.*, vol. 4, no. 1, pp. 1–23, 2016.
- [11] A. N. M. Najah, "Peningkatan Hasil Belajar PKN Materi Berorganisasi Melalui Metode Gallery Walk di Kelas VB MI Darun Najah Sidoarjo," *J. Islam. Elem. Sch.*, vol. 4, no. 1, pp. 1–18, 2019.
- [12] W. Setiawan and H. Nuraisah, "Galery Walk Dalam Aktivitas Belajar: Penelitian Tindakan Kelas Di Madrasah Ibtidaiyah," *al-Aulad J. Islam. Prim. Educ.*, vol. 1, no. 1, pp. 48–58, 2018.