

Implementation of Project Based Learning through the Gallery Walk Strategy to Improve Students' Learning Activeness in Civics Education (PPKn) for Grade X Senior High School

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Abstract: Students' learning activeness in Civics Education (PPKn) is a key indicator of meaningful learning, yet classroom observation at SMA Negeri 3 Kota Tangerang Selatan showed that class X.1 students were still passive in asking and answering questions, expressing opinions, and participating in group discussion. This classroom action research aimed to describe changes in students' learning activeness in PPKn when Project Based Learning (PjBL) was implemented through the Gallery Walk strategy. The study used a classroom action research design following the Kemmis and McTaggart model, implemented in two cycles (planning, acting, observing, reflecting) with 34 students of class X.1 as subjects. Data were collected through observation and documentation, then analyzed descriptively using percentage scoring referring to Diedrich's eight learning-activity indicators. The results showed that the average learning-activeness percentage increased from 58.82% (Fairly Active) in the pre-cycle to 70.40% (Active) in Cycle I, and to 82.90% (Very Active) in Cycle II, exceeding the 80% success indicator. It is concluded that PjBL implemented through the Gallery Walk strategy was accompanied by an increase in students' learning activeness in PPKn in this class. The single-class design without a comparison group means these findings are descriptive and do not establish causal effectiveness.

Keywords: Gallery Walk; Project Based Learning; learning activeness; Civics Education; classroom action research

Abstrak: Keaktifan belajar peserta didik pada mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) merupakan salah satu indikator penting keberhasilan pembelajaran. Namun, hasil observasi di kelas X.1 SMA Negeri 3 Kota Tangerang Selatan menunjukkan bahwa peserta didik masih pasif dalam bertanya, menjawab, menyampaikan pendapat, maupun berdiskusi kelompok. Penelitian ini bertujuan untuk mendeskripsikan perubahan keaktifan belajar peserta didik pada mata pelajaran PPKn ketika Project Based Learning (PjBL) diterapkan melalui strategi Gallery Walk. Penelitian menggunakan desain Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus (perencanaan, pelaksanaan, observasi, refleksi) dengan subjek 34 peserta didik kelas X.1. Data dikumpulkan melalui observasi dan dokumentasi, kemudian dianalisis secara deskriptif menggunakan persentase skor berdasarkan delapan indikator keaktifan belajar Diedrich. Hasil penelitian menunjukkan rata-rata persentase keaktifan belajar meningkat dari

58,82% (Cukup Aktif) pada prasiklus menjadi 70,40% (Aktif) pada Siklus I, dan 82,90% (Sangat Aktif) pada Siklus II, melampaui indikator keberhasilan sebesar 80%. Disimpulkan bahwa penerapan PjBL melalui strategi Gallery Walk diiringi peningkatan keaktifan belajar peserta didik pada mata pelajaran PPKn di kelas ini. Karena penelitian dilakukan pada satu kelas tanpa kelompok pembandingan, temuan ini bersifat deskriptif dan belum menunjukkan efektivitas secara kausal.

Kata kunci: *Gallery Walk*; Pembelajaran Berbasis Proyek; Aktivitas Belajar; Pendidikan Kewarganegaraan; Riset Aksi di Kelas

Introduction

Student learning activeness has become an important concern in contemporary education because meaningful learning requires students to participate actively in constructing knowledge, interacting with peers, communicating ideas, and responding to learning tasks. Recent research on student participation emphasizes that active involvement is closely related to opportunities for students to take part in learning activities and collaborative processes rather than remaining passive recipients of information (Sembiring et al., 2026; Siahaan et al., 2026). In secondary education, learning environments that provide opportunities for interaction, collaboration, and active participation are particularly important because students are expected to develop academic competencies alongside communication, critical thinking, and collaborative skills (Berti et al., 2023; Loyens et al., 2023). Project-based and other student-centered learning environments have also been associated with improvements in students' learning outcomes, thinking skills, and affective engagement (Zhang & Ma, 2023).

This issue is particularly relevant to Civics Education (PPKn), which requires students to engage with social, civic, and national issues through discussion, interpretation, argumentation, collaboration, and reflection. Learning PPKn therefore requires classroom activities that provide students with opportunities to express ideas, respond to different perspectives, work collaboratively, and communicate the results of their learning. However, classroom observation in class X.1 of SMA Negeri 3 South Tangerang City showed that students' participation was still limited. Only a small number of students actively asked questions, answered questions, expressed opinions, or participated in group discussions, while some students depended on more active classmates during group activities.

One instructional approach that can address this condition is Project Based Learning (PjBL). PjBL provides students with opportunities to work on meaningful tasks, collaborate with peers, solve problems, produce learning products, and communicate their results (Naila Rohmaniyah & Siti Wulan Asih, 2024; Thio et al., 2025). A recent meta-analysis of 66 empirical studies found that PjBL had a positive effect on students' academic achievement, thinking skills, and affective attitudes, although its effectiveness varied according to contextual factors such as subject area, group size, class size, and educational level (Zhang & Ma, 2023). A systematic review by Loyens similarly found that project- and problem-based learning environments can support higher-order and critical thinking through collaboration and engagement with authentic problems (Loyens et al., 2023). Recent research has also

reported positive relationships between PjBL and student engagement in secondary education (Ikmal et al., 2023; Kharisma et al., 2024; Rehman et al., 2024).

In the context of Civics Education, recent empirical studies have provided similar evidence. Previous studies reported increased student learning activeness following the implementation of PjBL in Civics learning at the secondary level (Peri Pirdaus, 2024; Sirait & Siregar, 2023). Makmun also found improvements in student activity and learning outcomes through PjBL in PPKn (Makmun et al., 2023). More recent research continues to demonstrate the potential of PjBL for strengthening learning activeness in Civics-related learning, although the studies differ in educational level, instructional context, and outcome measures. These findings indicate that PjBL can provide a suitable framework for increasing student participation in PPKn through project development, group collaboration, and presentation activities. *E-Journal IP Internasional*

Alongside PjBL, the Gallery Walk strategy provides an additional mechanism for encouraging active participation. Through Gallery Walk, students display their work, observe the work of other groups, discuss ideas, provide responses, and communicate their interpretations. Recent research has shown that Gallery Walk can encourage students to take initiative, collaborate, exchange ideas, and engage more actively with learning materials. Suparno, for example, found that Gallery Walk within differentiated learning encouraged student initiative, collaboration, openness to different perspectives, and leadership among senior high school students (Suparno et al., 2023). Recent research in Pancasila Education has also reported increased student activeness through discussion, observation, response, and presentation during Gallery Walk activities. *Journals of Universitas Negeri Semarang*

Recent studies have also begun to combine PjBL and Gallery Walk. Previous studies examined the combination of PjBL and Gallery Walk among senior high school students and found that the approach supported conceptual understanding and creative thinking (Harmah et al., 2026; Makdalena et al., 2024; Suhartono, 2025). Akbar similarly examined the combination in history learning and reported its potential to increase students' learning interest (Akbar, 2024). More recent classroom action research has reported increased learning activeness following the implementation of PjBL through Gallery Walk in IPAS learning. These findings suggest that the two approaches can complement each other: PjBL provides the project-based structure, while Gallery Walk creates opportunities for students to present, observe, discuss, and respond to learning products. *Jurnal STKIP PGRI Tulungagung*

Nevertheless, the existing literature leaves several issues that require further examination. First, studies of PjBL in Civics Education have generally examined the implementation of PjBL as a learning model and its relationship with student activity or learning outcomes. Second, studies of Gallery Walk have largely focused on its role in increasing classroom participation, discussion, and interaction. Third, studies combining PjBL and Gallery Walk have been conducted in several subjects, including science, history, social studies, and IPAS, with outcomes such as conceptual understanding, creative thinking, learning interest, and general learning activeness. The research gap lies in the limited empirical examination of PjBL implemented through Gallery Walk specifically in senior high school Civics Education, particularly in relation to changes across different dimensions of student learning activeness. Existing studies tend to report overall participation or specific

learning outcomes, while less attention has been given to the broader pattern of student activity involving visual, oral, listening, writing, drawing, motor, mental, and emotional activities. This multidimensional perspective is important because learning activeness involves different forms of student engagement that may not change at the same rate during an instructional intervention.

Based on this gap, the present study proposes the implementation of Project Based Learning through the Gallery Walk strategy as an integrated instructional approach in PPKn. The novelty of this study lies in examining the changes in student learning activeness through this combined approach while assessing eight dimensions of learning activity. The study therefore focuses on the classroom process and the pattern of change in students' activity rather than examining learning achievement as the primary outcome. This focus provides a more detailed description of how students participate during PPKn learning when project-based activities are followed by opportunities to display, observe, discuss, and respond to peer work.

The research was conducted in class X.1 of SMA Negeri 3 South Tangerang City, where initial observation identified limited participation in questioning, answering, expressing opinions, and group discussion. The study seeks to answer the following research question: How does students' learning activeness in PPKn change when Project Based Learning (PjBL) is implemented through the Gallery Walk strategy in class X.1 of SMA Negeri 3 South Tangerang City? Accordingly, this study aims to describe changes in students' learning activeness in PPKn following the implementation of Project Based Learning through the Gallery Walk strategy, with learning activeness examined across visual, oral, listening, writing, drawing, motor, mental, and emotional activities.

Methodology

This research used a descriptive quantitative approach using quantitative data (learning-activeness scores and percentages), supported by descriptive notes of the learning process and reflection results. The method used was Classroom Action Research (CAR) following the Kemmis and McTaggart design, which consists of four stages in each cycle: planning, acting, observing, and reflecting (Kemmis et al., 2014). The research was conducted in class X.1 of SMA Negeri 3 South Tangerang City during the even semester of the 2025/2026 academic year, with 34 students as research subjects. The action given was the implementation of the Project Based Learning (PjBL) model through the Gallery Walk strategy in Pancasila Education, carried out in two cycles, each preceded by a pre-cycle stage as baseline data.

Data were collected through observation and documentation techniques. Observation was carried out by two observers using a learning-activeness observation sheet compiled based on the eight learning-activity indicators according to Paul B. Diedrich (in Sardiman, 2018), namely visual, oral, listening, writing, drawing, motor, mental, and emotional activities. The observation grid used to develop this instrument is presented in Table 1. Documentation included photographs of learning activities, teaching modules, Student Worksheets (LKPD), and student project results.

Table 1. Observation Instrument Grid for Students' Learning Activeness

No.	Indicator	Observation Description	Score
1	Visual Activities	Students pay attention to the teacher's explanation, read learning materials, and observe pictures, media, or objects related to the material.	1-4
2	Oral Activities	Students ask questions, answer questions, express opinions, give suggestions, and discuss with the teacher or peers.	
3	Listening Activities	Students listen to the teacher's explanation, peers' opinions, or information conveyed during the learning process.	
4	Writing Activities	Students take notes on the material, complete assignments, write down discussion results, and compile learning reports.	
5	Drawing Activities	Students create drawings, diagrams, charts, concept maps, posters, or other visual forms related to the learning material.	
6	Motor Activities	Students carry out practical activities, prepare projects, move around during the Gallery Walk activity, and present their work.	
7	Mental Activities	Students analyze, solve problems, compare, make decisions, and draw conclusions based on the material studied.	
8	Emotional Activities	Students show enthusiasm, confidence, courage, responsibility, discipline, and interest in participating in the learning process.	

Source: Paul B. Diedrich (in Sardiman, 2018)

Data were analyzed using descriptive statistics (Sugiyono, 2022) by calculating the learning-activeness percentage in each cycle using the formula $P = (F/N) \times 100\%$, where P is the learning-activeness percentage for an indicator, F is the total score obtained by all 34 students on that indicator, and N is the maximum possible score ($34 \text{ students} \times 4 = 136$). The overall percentage for each stage is the mean of the eight indicator percentages, rounded to two decimal places. The percentage results were then categorized as Very Active (81–100%), Active (61–80%), Fairly Active (41–60%), Less Active (21–40%), and Very Inactive (0–20%) (Arikunto, 2021). The scores assigned by the two observers were averaged. The research success indicator was set at 80% before the action was carried out and was applied to the overall class mean.

Results and Discussion

Result

Changes in Students' Learning Activeness

Observation results at the pre-cycle stage showed an average student learning-activeness of 58.82%, in the Fairly Active category. After PjBL was implemented through the Gallery Walk

strategy in Cycle I, the average learning activeness increased to 70.40%, in the Active category, but had not yet reached the research success indicator of 80%. Improvements to the action taken in Cycle II in the form of providing motivation, clearer division of group tasks, more intensive guidance, and more optimal time management were followed by an increase in the average learning activeness to 82.90%, in the Very Active category, so the research was declared successful against the 80% success indicator (applied to the overall class mean) and stopped at Cycle II. Two indicators, Drawing Activities (78.68%) and Mental Activities (79.41%), remained slightly below 80%. Because several components were changed together in Cycle II, their separate contributions cannot be determined from this design. The detailed observation scores for each indicator in the pre-cycle, Cycle I, and Cycle II stages are presented in Table 2, Table 3, and Table 4, respectively.

Table 2. Observation Results on Students' Learning Activeness in the Pre-cycle

No.	Observation Indicator	Score Obtained	Percentage	Category
1	Visual Activities	93	68.38%	Active
2	Oral Activities	72	52.94%	Fairly Active
3	Listening Activities	94	69.12%	Active
4	Writing Activities	82	60.29%	Fairly Active
5	Drawing Activities	65	47.79%	Fairly Active
6	Motor Activities	74	54.41%	Fairly Active
7	Mental Activities	77	56.62%	Fairly Active
8	Emotional Activities	83	61.03%	Active
	Average	80.00	58.82%	Fairly Active

Source: Research Team, 2026.

Table 3. Observation Results on Students' Learning Activeness in Cycle I

No.	Observation Indicator	Score Obtained	Percentage	Category
1	Visual Activities	112	82.35%	Very Active
2	Oral Activities	90	66.18%	Active
3	Listening Activities	114	83.82%	Very Active
4	Writing Activities	98	72.06%	Active
5	Drawing Activities	80	58.82%	Fairly Active
6	Motor Activities	84	61.76%	Active
7	Mental Activities	90	66.18%	Active
8	Emotional Activities	98	72.06%	Active
	Average	95.75	70.40%	Active

Source: Research Team, 2026.

Table 4. Observation Results on Students' Learning Activeness in Cycle II

No.	Observation Indicator	Score Obtained	Percentage	Category
1	Visual Activities	118	86.76%	Very Active

No.	Observation Indicator	Score Obtained	Percentage	Category
2	Oral Activities	109	80.15%	Active
3	Listening Activities	121	88.97%	Very Active
4	Writing Activities	113	83.09%	Very Active
5	Drawing Activities	107	78.68%	Active
6	Motor Activities	111	81.62%	Very Active
7	Mental Activities	108	79.41%	Active
8	Emotional Activities	115	84.56%	Very Active
	Average	112.75	82.90%	Very Active

Source: Research Team, 2026.

A recapitulation of the observation results on students' learning activeness at each stage of the research is presented in Table 5.

Table 5. Recapitulation of Observation Results on Students' Learning Activeness

Indicator	Pre-cycle	Cycle I	Cycle II	Increase (percentage points)
Visual Activities	68.38%	82.35%	86.76%	+18.38
Oral Activities	52.94%	66.18%	80.15%	+27.21
Listening Activities	69.12%	83.82%	88.97%	+19.85
Writing Activities	60.29%	72.06%	83.09%	+22.80
Drawing Activities	47.79%	58.82%	78.68%	+30.89
Motor Activities	54.41%	61.76%	81.62%	+27.21
Mental Activities	56.62%	66.18%	79.41%	+22.79
Emotional Activities	61.03%	72.06%	84.56%	+23.53
Average	58.82%	70.40%	82.90%	+24.08

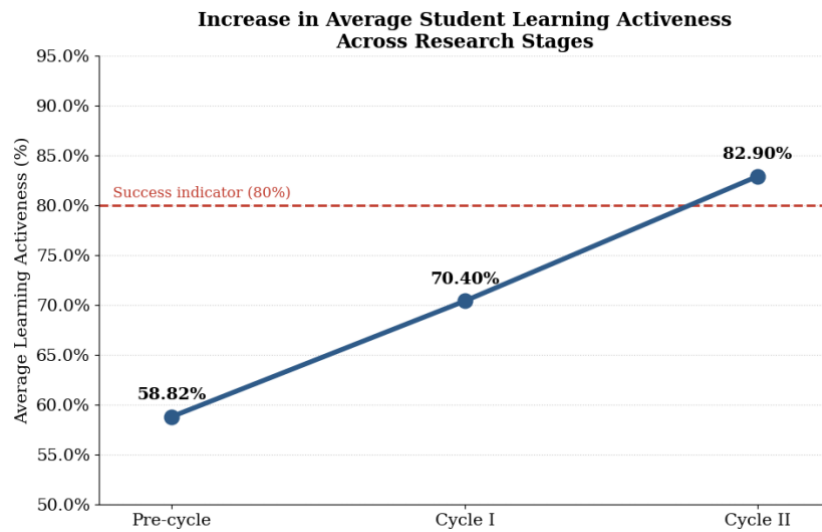
Source: Research Team, 2026.

Based on Table 5, all learning-activeness indicators increased in each cycle. The largest increase occurred in Drawing Activities, at 30.89 percentage points, while the smallest increase occurred in Visual Activities, at 18.38 percentage points. Overall, the average learning activeness increased by 24.08 percentage points from the pre-cycle condition to Cycle II.

Changes across the Eight Learning-Activeness Indicators

The observation results indicate a progressive increase in students' learning activeness throughout the research stages. The average level of learning activeness increased from 58.82% in the pre-cycle to 70.40% in Cycle I and reached 82.90% in Cycle II. The result in Cycle II exceeded the predetermined success criterion of 80%. The comparison of students' overall learning activeness across the three research stages is presented in Picture 1.

Picture 1. Increase in Average Student Learning Activeness Across Research Stages



Picture 1 shows a consistent increase in students' learning activeness throughout the research stages. The increase from 58.82% in the pre-cycle to 82.90% in Cycle II represents a gain of 24.08 percentage points. The result indicates that the implementation of Project-Based Learning (PjBL) through the Gallery Walk strategy was accompanied by an improvement in students' overall classroom participation. The overall increase in learning activeness was reflected across the eight observed indicators: visual, oral, listening, writing, drawing, motor, mental, and emotional activities. Each indicator showed an increase from the pre-cycle to Cycle II, although the magnitude of improvement varied across indicators. The detailed comparison of students' learning activeness across the eight indicators is presented in Picture 2.

Picture 2. Learning Activeness by Indicator in Pre-cycle, Cycle I, and Cycle II

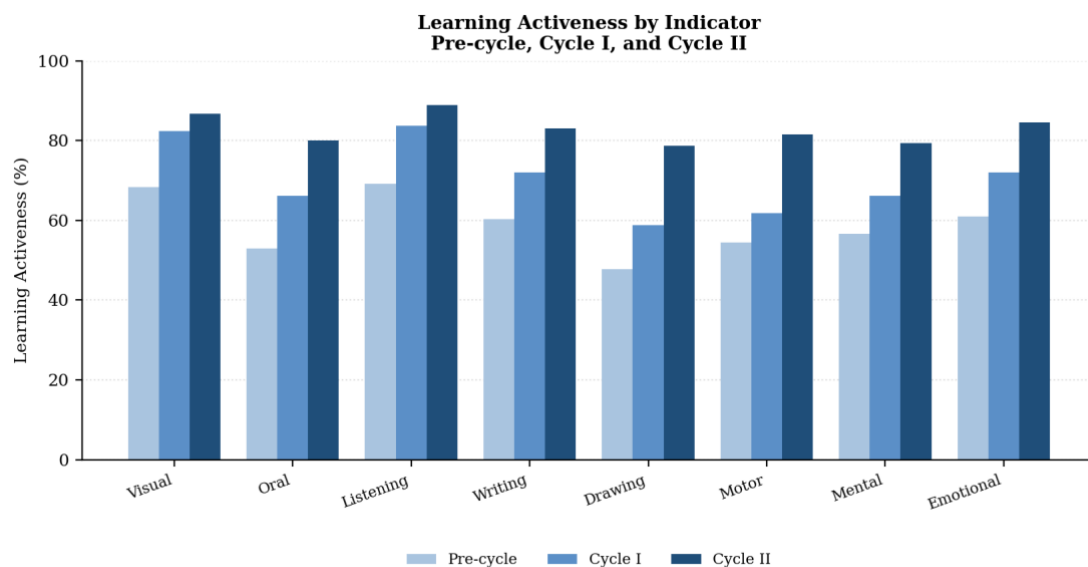


Figure 2 shows that all eight indicators increased across the research stages. Drawing Activities recorded the largest increase, rising from 47.79% in the pre-cycle to 78.68% in

Cycle II, representing an improvement of 30.89 percentage points. Oral Activities and Motor Activities each increased by 27.21 percentage points, from 52.94% to 80.15% and from 54.41% to 81.62%, respectively. Writing Activities increased from 60.29% to 83.09%, while Emotional Activities increased from 61.03% to 84.56%. The other indicators also showed consistent improvement. Visual Activities increased from 68.38% to 86.76%, Listening Activities from 69.12% to 88.97%, and Mental Activities from 56.62% to 79.41%. Although all indicators improved, Drawing Activities and Mental Activities remained below the 80% criterion in Cycle II. These results indicate that the implementation was associated with improvement across the different dimensions of students' learning activeness, with varying levels of development among the individual indicators

Discussion

Implementation of PjBL through Gallery Walk to Improve Students' Learning Activeness

The findings demonstrate a progressive improvement in students' learning activeness following the implementation of Project-Based Learning (PjBL) through the Gallery Walk strategy. The average level of learning activeness increased from 58.82% in the pre-cycle to 70.40% in Cycle I and 82.90% in Cycle II. This improvement indicates that the learning intervention provided students with greater opportunities to participate in project development, group discussion, presentation, observation, and interaction with peers. The achievement of 82.90% in Cycle II also exceeded the predetermined success criterion of 80%. This finding is consistent with previous studies examining PjBL and Gallery Walk as active learning strategies. Previous studies reported that Gallery Walk could increase students' learning activeness in Civics Education (Kholifah, 2026; Pratiwi, 2023). This finding is relevant to the present study because both studies place student participation as an important outcome of the learning process. However, the present study combines Gallery Walk with PjBL, creating a learning sequence that begins with project development and continues with presentation, observation, and interaction among groups.

The finding also corresponds with previous studies who found that the combination of PjBL and Gallery Walk could increase students' engagement and active participation in history learning (Juliyanto et al., 2025; Nazar & Soelistijo, 2026). Similarly, other demonstrated that the combination of PjBL and Gallery Walk supported students' conceptual understanding and creative thinking at the senior high school level (Makdalena et al., 2024; Nurhafsa et al., 2025a; Purwitasari & Wahyudi, 2026; Sih Sesami et al., 2023). These findings suggest that the two approaches have complementary functions. PjBL structures students' activities around the development of a learning product, while Gallery Walk provides opportunities for students to communicate, observe, and respond to the products produced by their peers. The present study extends these findings to PPKn learning by focusing specifically on students' learning activeness rather than learning outcomes, conceptual understanding, or learning interest. The improvement observed in this study suggests that the combination of PjBL and Gallery Walk can create a classroom environment that requires students to participate through multiple forms of activity. Students are involved in preparing project products, discussing ideas, presenting their work, observing other groups' products, and responding to information obtained during the Gallery Walk.

The improvement across the two cycles further indicates that the effectiveness of the learning process was supported by continuous reflection and instructional adjustment. In Cycle II, clearer task distribution, more intensive teacher guidance, increased student motivation, and better time management helped students participate more effectively. This finding is consistent with the classroom-based nature of PjBL, in which students require sufficient guidance to organize collaborative work and complete project tasks. The Gallery Walk component then provides a structured opportunity for students to communicate and interact with the results of that work. Taken together, the findings and previous studies indicate that PjBL and Gallery Walk can complement each other in promoting active participation. The contribution of the present study lies in demonstrating this pattern within Grade X PPKn learning and in measuring activeness through eight indicators: visual, oral, listening, writing, drawing, motor, mental, and emotional activities. The development of these indicators is discussed further in the following subsection.

Changes in Students' Learning-Activeness Indicators

The improvement in overall learning activeness was reflected across all eight indicators observed in the study. Visual, oral, listening, writing, drawing, motor, mental, and emotional activities all increased from the pre-cycle to Cycle II, although the magnitude of improvement varied. Drawing Activities showed the largest increase, from 47.79% to 78.68%, followed by Oral and Motor Activities, which each increased by 27.21 percentage points. These findings indicate that the implementation of PjBL through Gallery Walk encouraged students to participate through different forms of classroom activity. The variation across the eight indicators is consistent with Purwitasari who examined student learning activeness using eight activity indicators derived from Diedrich: visual, oral, listening, writing, mental, drawing, emotional, and motor activities. Their classroom action research found a progressive increase in student activeness after the implementation of Gallery Walk (Pratiwi, 2023). Nurhafisah similarly found that Gallery Walk encouraged students to participate through discussion, expressing ideas, movement, observation, and reflection, resulting in a significant increase in learning activeness (Nurhafisah et al., 2025b). These findings support the present study's observation that learning activeness develops through multiple forms of participation rather than through a single dimension.

The largest increase in the present study occurred in Drawing Activities, which rose by 30.89 percentage points, although the indicator remained below the 80% criterion in Cycle II. This result can be related to the project-oriented characteristics of PjBL, which require students to develop and present concrete learning products. Gallery Walk then provides a context in which those products become objects of observation and discussion. Oral Activities also reached 80.15%, while Motor Activities increased to 81.62%, indicating that students became more active in communicating and physically engaging with the learning environment. Mental Activities showed a different pattern. Although the indicator increased substantially from 56.62% in the pre-cycle to 79.41% in Cycle II, it remained slightly below the 80% criterion. This finding suggests that students' cognitive engagement may require more intensive support than activities that are directly visible, such as speaking, moving, observing, or producing learning materials. Therefore, the implementation of PjBL through

Gallery Walk needs to be accompanied by questions and tasks that encourage students to analyse information, compare ideas, provide reasons, and draw conclusions.

Overall, the findings indicate that the improvement in learning activeness occurred across multiple dimensions, while the degree of improvement differed among indicators. The combination of PjBL and Gallery Walk therefore provided varied opportunities for participation, while the lower achievement in Drawing and Mental Activities indicates areas that still require instructional reinforcement. This finding strengthens the importance of assessing learning activeness through multiple indicators rather than relying solely on overall classroom participation. The contribution of this study lies in demonstrating how the combined strategy can support multidimensional learning activeness in Grade X PPKn learning, particularly through the eight activity indicators used in this study.

Conclusion

This Classroom Action Research, carried out in two cycles, concludes that students' learning activeness in PPKn in class X.1 of SMA Negeri 3 South Tangerang City increased when PjBL was implemented through the Gallery Walk strategy. The average learning activeness increased from 58.82% (Fairly Active) in the pre-cycle to 70.40% (Active) in Cycle I, and to 82.90% (Very Active) in Cycle II, thereby exceeding the research success indicator of 80%. In this class, PjBL implemented through the Gallery Walk strategy was accompanied by learning that was more active, interactive, and collaborative. Because the study used a single class without a comparison group, the findings are descriptive: they should not be generalized to other classes or subjects, and the change cannot be attributed to the Gallery Walk strategy alone. Future research with a comparison group is recommended to examine the implementation of Gallery Walk on other material, educational levels, or subjects, and to combine it with other learning models or media.

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