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# The Effect of Gallery Walk Learning Model to Improve Students' Creativity in Elementary School Fine Arts Subjects

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**Abstract**
*Teachers play a crucial role in fostering innovative and engaging learning environments to ensure that educational goals are effectively achieved. Selecting an appropriate learning model can significantly support the development of student creativity, particularly in Fine Arts, a subject that heavily relies on imagination and personal expression. The creativity levels among fourth-grade elementary students remain relatively low, as reflected in their limited ability to generate original ideas and the lack of variety in instructional models used by teachers, which are still largely traditional and project-based. This research aims to examine the impact of the Gallery Walk learning model on enhancing student creativity in Fine Arts. A quantitative approach was employed using a Quasi-Experimental method with a Nonequivalent Control Group Design. The study population included all fourth-grade students in Pule District, totaling 578 students. From this population, 82 students were selected through purposive sampling from SD Negeri 1 Joho, SD Negeri 4 Pule, and SD Negeri 2 Joho. Data were gathered through observation, interviews, and documentation, using instruments such as creativity rating scales and product assessment tools. The results of the hypothesis test, conducted using an independent samples t-test, indicated a significance value of 0.000 ≤ 0.05, demonstrating a meaningful effect of the Gallery Walk model on improving student creativity. This model has proven effective in encouraging students to express their creative ideas more fully in Fine Arts learning.*

**Keywords:** Gallery Walk Learning Model; Student Creativity; Fine Arts

## 1. INTRODUCTION

The evolution of Indonesia's education curriculum is a response to ongoing societal changes and the evolving needs of students. The curriculum currently being implemented is

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the Merdeka Curriculum (Yunitasari et al., 2024). This curriculum promotes the Merdeka Belajar (Freedom to Learn) approach, which encourages students to take an active role in learning by choosing methods that best suit their individual needs (Setiawan et al., 2022). As the newest framework, the Merdeka Curriculum prioritizes student autonomy, enabling learners to pursue education aligned with their interests, strengths, and specific requirements. Its primary focus extends beyond academic achievement to include character education grounded in the core principles of Pancasila (Ramadhanty, 2024). Character development is implemented through the Pancasila Student Profile (PPP), which outlines six core dimensions: faith in and devotion to God along with noble character, global diversity, collaboration, independence, critical thinking, and creativity (Mulyani et al., 2023). Among these, creativity plays a vital role in building essential 21st-century competencies. The Independent Learning approach fosters original and imaginative thinking in students (Kholis & Rigianti, 2023). Creativity involves more than just creating tangible products—it encompasses cognitive processes such as generating innovative ideas, solving problems, and expressing emotions in unique ways (Lubis, 2022).

Developing this creative capacity from an early age is crucial, as it is closely linked to intelligence, critical reasoning, and students' confidence in overcoming challenges (Dewi et al., 2024). However, creativity is often undervalued in formal education. This perception is mirrored in the 2017 Global Innovation Index, where Indonesia ranked 88th out of 127 countries, signaling a weak culture of innovation and creative thinking (Nugraha et al., 2022). In contrast, neighboring nations such as Singapore, Malaysia, and Vietnam achieved significantly higher rankings. These findings highlight the urgent need for Indonesia’s education system to integrate creativity more effectively into the learning process. Teachers play a key role in this effort, as they are instrumental in fostering creativity among students. Educators who embrace creative teaching methods can inspire learners to express ideas freely without restrictive boundaries (Irawan, 2022). A dynamic, enjoyable, and exploratory classroom atmosphere provides the ideal setting for creativity to flourish (Fatmawati & Minsih, 2024). One particularly effective way to nurture creativity is through fine arts education.

Fine arts offer a wide space for students to hone their visual and motor skills while expressing ideas concretely. Practical art projects can train students to produce original and useful works (Iraqi et al., 2023). Drawing activities are one form of exploration that is commonly used. Through the drawing process, students are able to express their thoughts, observations, and experiences visually (Haryono & Harlina, 2020). Drawing techniques also involve creativity in choosing colors, lines, and compositions that support the visual message of the work.

Conventional learning models often limit students' imagination. Giving drawing assignments regularly without innovation risks causing boredom and limiting the development of ideas. This problem was found in several elementary schools such as SD Negeri 1 Joho, SD Negeri 2 Joho, and SD Negeri 4 Pule. Observations show that students have difficulty expressing ideas, do not understand drawing and coloring techniques optimally, and their work still tends to imitate examples given by teachers. Efforts to overcome these challenges need to be made through the application of innovative learning models. One model that is considered appropriate is the Gallery Walk learning model. This model involves activities to exhibit students' work in groups or individually, and provides space for reflection and appreciation among students. This process can increase active involvement, collaboration, and creativity of students during learning (Astuti et al., 2023).

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The application of the Gallery Walk model in the context of fine arts can be developed into a simple comic drawing activity according to a certain theme, such as friendship or the environment. This activity not only trains students to produce visual works but also develops narrative, imagination, and logical thinking skills. The work is then displayed in the classroom so that students can visit the work (gallery visit) and appreciate the work of their friends. This activity allows the creation of a learning space that supports each other, respects differences in ideas, and broadens aesthetic horizons (Setiawan & Nuraisah, 2018). The Gallery Walk learning model has great potential to increase student creativity. Dengo (2018) stated that this model encourages active interaction, fosters an attitude of respect for the work of others, and fosters self-confidence in conveying ideas. Students not only act as passive learners, but also creators of works that have personal and social meaning. This process is in line with the creative dimension indicators in the Pancasila Student Profile, namely the ability to create something original, meaningful, and useful (Isrotun et al., 2023).

Several previous studies have shown the effectiveness of the Gallery Walk model in learning. Research by Makiyah et al. (2023) showed that this model was able to improve the learning outcomes of elementary school students in PPKn by increasing student activities from cycle to cycle. The percentage of learning completion increased significantly from 28% in the pre-cycle to 86% in cycle III. Sari et al. (2021) also proved that there was a significant effect of the Gallery Walk model based on PhET media on students' critical thinking skills through statistical tests that produced at count greater than t table at a significance level of 5%. Previous studies have focused more on improving learning outcomes or critical thinking skills in subjects such as PPKn and Science. The approach used has also not fully adopted creative strategies such as making manual comics based on certain themes.

The innovation introduced in this research involves the adaptation of the Gallery Walk model as a strategy to enhance student creativity through the activity of hand-drawing comics on A3 paper, which are then showcased in a classroom exhibition. The study specifically targets elementary school settings, with a particular emphasis on fourth-grade students. At this developmental stage, both cognitively and emotionally, students are well-suited for exploring and expressing visual ideas. Utilizing comics as a medium in art education not only makes learning enjoyable but also enables students to combine narrative elements, imagery, and color in a cohesive way. This method aims to foster learners who are creative, self-reliant, and capable of fully expressing themselves. The primary goal of the study is to investigate how the implementation of the Gallery Walk model influences the development of student creativity in visual arts education. The research evaluates creativity through indicators such as fluency, flexibility, originality, and elaboration. By engaging students in a visual, project-based activity like comic creation, they are expected to produce meaningful artworks that embody both aesthetic quality and original personal expression.

## 2. LITERATURE REVIEW

### 2.1. Learning Model

Learning model refers to a systematic approach designed to help teachers plan, implement, and evaluate learning activities. Wulandari (2024) stated that a learning model provides a clear framework for a more structured teaching and learning process, while Magdalena et al. (2023) emphasizes the importance of the model's suitability to student characteristics and the material to be taught. Ramawanti (2024) added that the use of the right model can optimize the achievement of learning objectives because it can provide systematic direction for meaningful learning experiences. Based on this view, learning models play a

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major role in regulating interaction patterns, activities, and delivery of materials so that the learning process becomes more effective.

There are various types of learning models and can be selected according to learning objectives and student needs. One popular model is contextual learning, an approach that requires a connection between subject matter and students' real experiences. In addition, the quantum learning model emphasizes a conducive and enjoyable learning environment with the help of music, color, and various delivery methods. Problem Based Learning (PBL) is also often used to encourage students' critical thinking skills through solving real problems. Project-based learning (PBL), discovery learning, and inquiry learning models also provide opportunities for students to learn through direct experience and independent exploration. The diversity of these models provides flexibility in creating a dynamic learning atmosphere.

Cooperative learning is one of the effective models for increasing social and academic interaction between students. In this approach, students are placed in small groups to work together to understand the material. Models such as STAD, jigsaw, group investigation, and TPS are designed to develop a sense of responsibility and communication skills among group members. The talking stick and gallery walk models provide space for students to express their opinions and actively assess work. All of these approaches not only aim to improve learning outcomes, but also instill social values such as tolerance, collaboration, and shared responsibility for learning outcomes.

The benefits of implementing learning models have a positive impact on both teachers and students. Teachers are more helpful because they have systematic guidance when teaching, conducting evaluations, and preparing learning improvement actions. Students also benefit in the form of increased learning motivation, ease in understanding the material, and active involvement during the learning process. Students' creativity, critical thinking skills, and self-confidence also develop when they are directly involved in an interactive and participatory learning process. According to Amalia et al. (2023), a good learning model provides a meaningful learning experience and strengthens the connection between the material being studied and students' real lives. The selection of a learning model needs to consider many aspects, such as the level of student ability, the material being taught, and the learning objectives to be achieved. No single model is suitable for all situations, so teachers need to reflect and periodically evaluate the effectiveness of the model used. The application of various models in a varied manner allows for more adaptive and student-centered learning. Appropriately designed learning not only improves academic outcomes but also shapes students' attitudes and character as active lifelong learners.

### 2.2. Gallery Walk Learning Model

The Gallery Walk learning model is an active learning approach that provides students with the opportunity to be more involved in the learning process through exploratory and interactive activities. In this model, students are asked to produce a work, either in the form of a picture, scheme, concept map, or important notes from the results of group discussions. The work is then displayed on the classroom wall to be observed, analyzed, and responded to by other groups. The observation process is carried out in turns, such as visiting an art gallery, thus creating a dynamic and enjoyable learning atmosphere. Interaction between groups in the form of questions and answers and providing input also strengthens understanding of the material being studied (Marteja, 2020).

The Gallery implementation Walk procedure begins with dividing students into several small groups. Each group is given a specific theme related to the learning material. After that, each group discusses the theme and expresses it in visual or written form on flipchart paper or other media. The completed work is then displayed and the entire group takes turns visiting

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and observing the work of other groups. One member of the group is tasked with explaining the contents of their work to visitors. This process is continued with questions and answers and clarification of the work that has been presented (Manik & Bangun, 2019).

This learning model not only encourages students to be active and creative, but also accommodates them to work together, respecting the opinions of others, and being open to criticism and suggestions. The learning atmosphere becomes more democratic because all students are given the opportunity to express ideas and respond to the opinions of others. In addition, students can see various points of view in understanding the subject matter, so that the knowledge gained becomes more comprehensive. The learning process also becomes more efficient because all students are actively moving and thinking, not just sitting passively listening to the teacher's explanation (Sari & Sumarli, 2019).

Gallery Walk also has a number of challenges that teachers need to anticipate. Effective classroom and group arrangements are crucial for activities to run orderly. If the number of group members is too large, not all students will be actively involved, and some will only depend on others. In addition, teachers need to carefully supervise and assess the process and results of students' work so that learning objectives are achieved optimally. The time required is also relatively longer compared to conventional learning models, especially at the discussion and presentation stages (Sinaga et al., 2021). The Gallery Walk learning model can be the right alternative in creating a collaborative, interactive, and meaningful learning atmosphere. Its main advantages lie in strengthening teamwork, increasing creativity, and more participatory learning. Students not only learn from teachers, but also from their peers. This activity also provides space to learn to appreciate and appreciate the work of others. However, to optimize its implementation, teachers must design the flow of activities well and provide clear directions. Adjustment to classroom conditions is also an important factor in the success of this model (Rakhmayanti et al., 2018)

### 2.3. Creativity

Creativity is one of the most important abilities for every individual to have because it is closely related to how a person thinks and acts in facing various life challenges. The context of education and the world of work shows that creativity plays a major role in creating innovative solutions that are relevant to increasingly complex problems. This concept includes mental processes that involve new ideas, the creation of products that have never existed before, or a combination of both as a form of original and valuable individual self-expression. Creative individuals not only create something new, but also have the ability to solve problems wisely and innovatively, making them individuals who are adaptive to change (Setiowati, 2023).

Understanding creativity is not limited to the final result in the form of a tangible product, but also involves a flexible way of thinking and being open to new ideas. The view of Harahap et al. (2024) states that creativity reflects a person's ability to create flexible, original, and useful works that are socially acceptable at a certain time. This process has significant social and cultural dimensions. Education is one of the main places to develop creativity through various activities that allow students to think critically, explore new ideas, and solve problems innovatively and productively.

The development of creativity has a major impact on the quality of an individual's life. People who have a high level of creativity tend to enjoy life more because they are able to express themselves uniquely and find new ways to face challenges. Creativity creates an open-minded space, strengthens the ability to respond positively to change, and enables a person to see opportunities amidst difficulties. In this context, creativity is not only related to

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the creation of something new, but also enriches the learning process and grows mentally and emotionally (Nuriah, et al., 2023).

The ability to think creatively is born from the interaction of various factors, both cognitive, affective, and a supportive environment. Individuals do not suddenly become creative, but through practice, experience, and continuous learning processes. Creativity develops through the habit of open thinking, solving complex problems, and applying knowledge dynamically. This process makes creativity an important part of a person's life, especially students who are faced with various academic challenges. Educators need to provide space and approaches that allow students to grow their creative potential to the maximum.

The conclusion shows that creativity is a person's ability to produce original and useful ideas, concepts, solutions, or new products. The role of creativity is very broad, ranging from solving everyday problems to becoming an important basis for facing global challenges innovatively. Creativity also promotes increased critical thinking skills, the courage to try new things, and the ability to adapt in various contexts. Its existence forms a strong, innovative, and proactive mindset, making it an important part for students to grow into lifelong learners.

## 3. METHODS

The research method used in this study is a quantitative method with a quasi-experimental approach. Quantitative research was chosen because it aims to collect and analyze data in the form of numbers to test hypotheses and understand the relationship between variables objectively and systematically. The nature of the experiment used is a quasi-experiment, which is a research design used to see the effect of an independent variable on a dependent variable in conditions that are not completely controlled randomly. In this design, there are two groups that are compared, namely the experimental group and the control group, where the two groups are not selected randomly, but have certain characteristics. This study applies the Nonequivalent Control Group Design, which involves an experimental class that is given treatment in the form of a gallery walk learning model, and a control class that receives learning with a conventional model. Observations were made before and after treatment to see the changes that occur, especially in the aspect of student creativity in fine arts subjects.

The selection of the gallery walk model as a treatment is based on the assumption that this model is able to provide visual stimulus and active learning experiences that support increased student creativity. The population in this study were all fourth grade elementary school students in the Pule District area with a total of 578 students. The researcher used a non-probability sampling technique, which is a technique in which not all individuals in the population have an equal chance of being selected as a sample. The sample selection criteria include fourth-grade students who study in schools that have used the Independent Curriculum, have fine arts subjects, are not yet optimal in conveying ideas originally, and have never received learning with the gallery walk model. Based on these indicators, the research sample was determined from three elementary schools, namely SD Negeri 1 Joho, SD Negeri 4 Pule, and SD Negeri 2 Joho. Data collection techniques were carried out using observation, interviews, and documentation. The research instruments used were student creativity observation sheets and product assessment sheets which had previously been tested for validity and reliability After the data was collected, data analysis was carried out using prerequisite tests and hypothesis tests. Prerequisite tests include normality tests using the Shapiro-Wilk and homogeneity tests using the Levene test, while hypothesis tests were carried out using independent sample t-tests to determine the significance of the average

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difference between the experimental and control groups. This analysis aims to answer whether the gallery walk learning model significantly influences the increase in student creativity in fine arts learning.

## 4. RESULTS

### 4.1 The Use of Gallery Walk Learning Model to Improve Student Creativity in Experimental Class

Analysis of the use of gallery walk learning model to improve student creativity in SD Negeri 4 Pule and SD Negeri 1 Joho using student creativity assessment observation sheets as primary data and product assessment observation sheets as supporting data. The researcher conducted initial research by conducting observations before treatment to determine the initial condition of the students. After that, the researcher carried out learning in accordance with the teaching module that had been prepared and applied the gallery walk learning model in the experimental class. Furthermore, the researcher conducted observations after being given treatment, namely observations of student creativity assessment and observations of product assessment. Observations of creativity assessments aim to measure the extent to which student creativity has increased due to the treatment given. Meanwhile, observations of product assessments aim to assess the products resulting from the increase in student creativity. This study obtained the results of observations of student creativity assessments and product assessments, both before and after being given treatment.

The results of the observation of the assessment of student creativity before treatment in the experimental class were that the average score was 70, the highest score was 78, and the lowest score was 62. score was 81, and the lowest score was 63. Meanwhile, the results of the observation of the product assessment after treatment in the experimental class were that the average score was 90, the highest score was 91, and the lowest score was 88.

### 4.2 Use of Conventional Learning Models to Improve Creativity in Control Class Students

The analysis of the use of conventional learning models to improve student creativity at SD Negeri 2 Joho used student creativity assessment observation sheets as the main data and product assessment observation sheets as supporting data. The researcher conducted initial research by conducting observations before treatment to determine the initial condition of the students. After that, the researcher carried out conventional learning. Furthermore, the researcher conducted observations after being given treatment, namely observations of student creativity assessment and observations of product assessment.

The results of the observation of the assessment of student creativity before treatment in the control class were that the average score was 70, the highest score was 75, and the lowest score was 62. score was 78, and the lowest score was 63. Meanwhile, the results of the observation of the product assessment after treatment in the control class were that the average score was 74, the highest score was 81, and the lowest score was 66.

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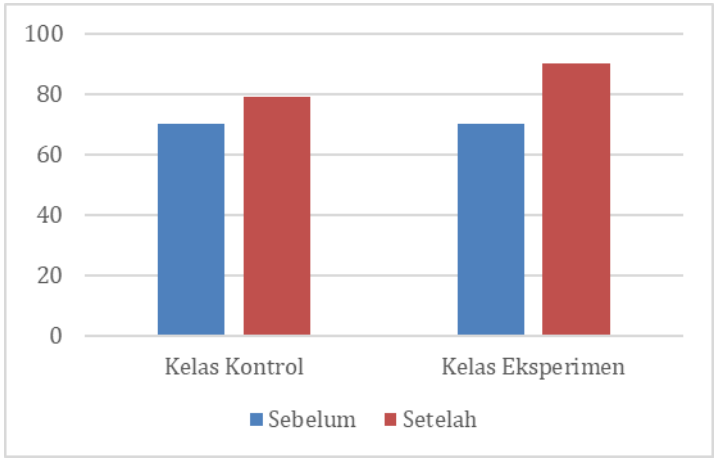


Figure 1. Comparison of the Results of Observations of Creativity in the Experimental Class and the Control Class

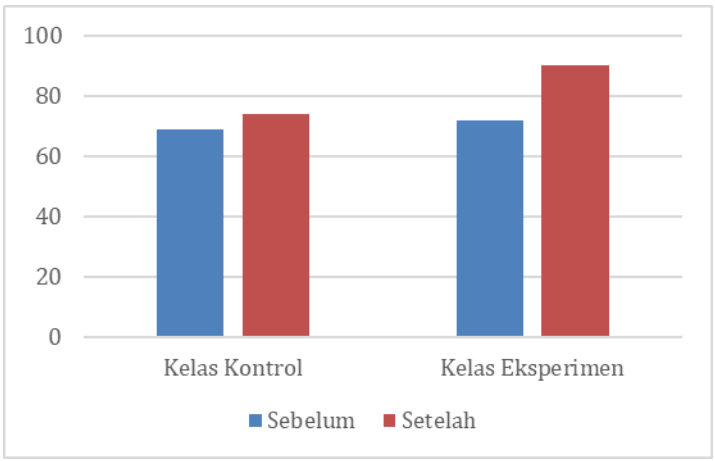


Figure 2. Comparison of Product Assessment Results for Experimental Class and Control Class

### 4.3 Hypothesis Testing

Hypothesis testing in this study aims to answer the previously formulated problem formulation related to the effectiveness of the gallery walk learning model in improving student creativity in fine arts subjects in elementary schools. Before conducting the hypothesis test, the researcher first conducted a prerequisite test in the form of a normality test and a homogeneity test to ensure that the data met the basic assumptions of parametric statistical analysis. The normality test was carried out using the Shapiro-Wilk test with the help of the SPSS version 25 application. The test results showed that all data, both before and after treatment in the control and experimental classes, had a significance value greater than 0.05, namely 0.092, 0.220, 0.079, and 0.073 respectively. These values meet the criteria for a normal distribution. The data used in this study can be said to be normally distributed and worthy of further analysis using parametric statistical techniques.

Furthermore, a homogeneity test was carried out to ensure that the variance between data groups was homogeneous. This test uses Levene's Test which is also calculated using the SPSS 25 application. Based on the results of data processing, a significance value based on the mean of 0.072 was obtained, which is greater than the critical limit of 0.05. This shows that the data has homogeneous variance between groups, both in the control class and the

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experimental class. By fulfilling the two prerequisites for analysis, namely normality and homogeneity, it can be continued to the hypothesis testing stage using the independent sample t-test. This test aims to determine whether there is a significant difference between the results of student creativity in the experimental class using the gallery walk learning model and the control class using conventional methods. The results of the independent sample t-test showed that there was a difference in the average results of student creativity after treatment, where the control class obtained an average of 79.38, while the experimental class achieved an average of 89.74. This shows that the gallery walk model has a positive effect on increasing student creativity. Furthermore, the significance value (2-tailed) produced was 0.000, which is much smaller than 0.05, indicating that the difference that occurred was statistically significant. Based on this, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So it can be concluded that the application of the gallery walk learning model has a significant effect on increasing student creativity in the subject of fine arts in grade IV in elementary schools.

## 5. DISCUSSION

The application of the gallery walk learning model has been proven to have a significant impact on increasing student creativity in fine arts subjects. The increase in creativity is clearly seen through the comparison of the assessment results between the experimental class and the control class, both in terms of observing creative behavior and from the results of student work products. The learning process designed through this model provides students with ample opportunities to express ideas in an original way and actively participate through visual interaction, movement, and reflective dialogue on the works displayed. Student creativity develops along with free exploration facilitated by a collaborative learning atmosphere, according to the main characteristics of the gallery walk approach.

The active involvement created during the gallery walk process strengthens the affective and social dimensions of learning, in addition to the cognitive aspects. The activity of observing, responding, and appreciating the work of classmates becomes a learning experience that enriches students' perceptions and understanding of the concept of fine arts. The learning environment becomes more open and responsive to differences in ideas and approaches, which according to Harahap et al. (2024), is an ideal condition for fostering creativity. Teachers are no longer the sole center of information, but rather facilitators who encourage students to build meaning independently through involvement and reflection.

Student creativity is also reflected in the results of the product in the form of simple comics produced after the application of the model. The works not only show variations in content and themes, but also increasing technical quality. This process shows that the gallery walk model not only has an impact on students' attitudes and thinking processes, but also has a real effect on the quality of the work. This strengthens the idea that creativity cannot be separated from concrete results that can be observed and assessed, as explained by Susilowati et al. (2024), that creativity includes the ability to create new ideas and products that are original and valuable.

The gallery walk strategy creates an active learning experience that allows students to learn from each other through each other's work. Through the mechanism of moving from one point to another, students learn to understand the diversity of artistic approaches and styles. This activity triggers critical thinking and open dialogue, which are important in the process of growing creativity. According to Beatrik et al. (2024), this kind of learning fosters a spirit of cooperation and collaboration, two important aspects that enrich creative thinking skills.

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The learning experience becomes more enjoyable and meaningful because students are directly involved in building and evaluating their own learning outcomes.

The effectiveness of the gallery walk model in increasing creativity is also supported by the findings of other studies. A study conducted by Rochmat et al. (2024) showed that this model was able to improve learning outcomes in the Islamic Date material by creating an open and active learning atmosphere. Similar results were also found by Harahap et al. (2024), which showed that this model was able to improve students' creativity and learning outcomes in Biology materials. The consistency of the results from various fields of study shows that the gallery walk model is flexible and adaptive to various subjects, as long as it is designed contextually and according to student needs.

Fine arts learning at the elementary school level has great potential to develop creativity, especially when facilitated by the right approach. Through the gallery walk model, students are encouraged to explore ideas, compose visual narratives, and share them openly with other colleagues. A learning environment like this becomes a place for the growth of freedom of expression, courage, and appreciation for new ideas. In line with this, Faisal (2023) emphasizes that freedom of creativity and an interactive learning atmosphere are important keys to increasing active participation and student creativity in art learning. Therefore, teachers need to consider this model as an effective alternative for building a creative, reflective, and enjoyable learning atmosphere.

## 6. CONCLUSION

The results of the study showed that the gallery walk learning model had a significant effect on increasing students' creativity in the Fine Arts subject of grade IV elementary school. This increase was evident from the difference in creativity observation scores and product quality between the experimental class and the control class. This model encourages students to be more active, imaginative, and confident in expressing ideas. The learning process becomes more enjoyable, interactive, and supports the development of original ideas. The gallery walk model can be used as an alternative learning to foster students' creativity from an early age. Teachers are advised to apply this model contextually and in a planned manner so that learning activities are more meaningful. Through the activities of moving, discussing, and appreciating work, students are trained to think critically, work together, and respect the opinions of others. Continuous implementation is expected to improve the quality of learning as a whole, not only in the Fine Arts subject.

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