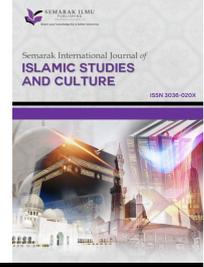




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Islamic Education Teachers' Perception on the Effectiveness of the Gallery Walk Method in Enhancing Student Engagement

Nurul Alia Fariha Aziz^{1,*}, W Omar Ali Saifuddin Wan Ismail¹, Wan Nurul Afidah Wan Zulkefli¹, Nor Syafiqah Nasuha Shaipolbahari¹, Nur Qarithna Fatihah Kamaruddin¹, Shahrizal Ahmad Sobri²

¹ Pusat Pengajian Pendidikan, Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin, 21300 Kuala Nerus, Terengganu, Malaysia

² Department of Engineering, Nottingham Trent University, Clifton Campus, Nottingham N11 8NS, United Kingdom

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ABSTRACT

Student engagement in Islamic Education is often constrained by teacher-centred approaches that limit active participation and higher-order thinking. This study investigates the use of the Gallery Walk, a cooperative movement-based strategy, in Islamic Education classrooms. It addresses three issues: possible gaps between assumed and actual teacher perceptions, undocumented levels of teachers' pedagogical knowledge, and an unclear link between usage frequency and student engagement. The study aimed to evaluate teachers' perceptions of the Gallery Walk's effectiveness, assess their understanding of the method, and examine how frequency of use relates to teacher-observed student engagement. A quantitative cross-sectional survey was conducted using a structured questionnaire administered to 125 primary and secondary Islamic Education teachers. The instrument included demographic items and Likert-scale statements on perceptions, pedagogical knowledge, implementation experience, and observed student behaviours, with data analysed descriptively. Findings indicate strong teacher support and competence: 80–85% agreed the Gallery Walk enhances engagement, focus, enjoyment, and understanding; over 77% showed clear conceptual knowledge; and teachers observed high levels of student initiative (78.4%), peer feedback (82.4%), teamwork (83.2%), and conceptual understanding (84.8%). The study concludes that the Gallery Walk is pedagogically sound, aligns with Islamic educational values, and benefits from teacher familiarity. Ongoing professional development is recommended to maintain quality and strengthen student-centred learning.

1. Introduction

Student engagement has become a central priority in contemporary education, as it is strongly linked to improved learning outcomes, motivation, and classroom participation. Engagement in learning refers to students' behavioral involvement, emotional connection, and cognitive effort in achieving learning goals [9]. In Islamic Education (IE), fostering engagement is especially critical

* Corresponding author.

E-mail address: nurulaihaziz@gmail.com

because students are expected not only to acquire knowledge but also to internalize Islamic values and apply them in daily life [1]. However, traditional approaches that rely heavily on teacher-centered, lecture-based lessons and memorization have been identified as limiting factors to active student involvement and critical thinking in IE classrooms [3].

In response to this challenge, active and cooperative learning strategies have been widely promoted to enhance participation and meaningful learning. One such method is the Gallery Walk (GW), a strategy where students move around the classroom to observe, analyze, and respond to peers' displayed work through discussions and written reflections [4]. The Gallery Walk method has been demonstrated to improve communication skills, deepen conceptual understanding, and strengthen teamwork due to its collaborative and interactive structure [12][19]. It also encourages students to think critically by engaging them in evaluating and synthesizing information presented in multiple groups [11].

From an Islamic pedagogy perspective, the Gallery Walk aligns with values of cooperation (ta'awun), active participation, and reflective thinking—principles emphasized within Islamic teaching traditions [2]. Therefore, adopting this strategy in IE classrooms could help strengthen students' engagement across behavioral, emotional, and cognitive domains while supporting Islamic learning objectives. Despite these potential benefits, applications of the GW method in Islamic Education remain under-researched, particularly regarding teachers' readiness, perception, and pedagogical competence to implement the method effectively [23]. Teachers play a crucial role as facilitators in ensuring the effective integration of active learning methods; thus, their perception and understanding significantly influence instructional success [22].

Investigating Islamic Education teachers' perceptions, pedagogical knowledge, and implementation of the Gallery Walk method is essential to ensure that this active learning strategy is applied effectively in the classroom. Such an investigation will provide valuable insights to enhance teaching practices, support targeted professional development, and ultimately improve student engagement across behavioral, emotional, and cognitive domains in Islamic Education.

1.1 Problem Statement

There is an unknown gap between the assumed effectiveness of the GW method and the actual perception of Islamic Education teachers. Negative perceptions pose a significant barrier to consistent and quality implementation, jeopardizing potential student engagement benefits. Effective GW use requires solid pedagogical knowledge and understanding of its steps and adaptations, yet the mastery level of IE teachers remains undocumented. A deficit in this understanding is likely a major obstacle to optimal use.

The direct link between the frequency of using the GW method and the observed level of student engagement is unclear. Measuring this relationship is necessary to determine if mere frequency is sufficient or if targeted training is required to improve the quality of implementation for tangible outcomes.

1.2 Research Objectives

In this research, there were three objectives, and they were as follows: i. to analyze Islamic Education teachers' perceptions on the effectiveness of the Gallery Walk method in enhancing student engagement in the classroom; ii. to identify the level of knowledge and understanding of Islamic Education teachers regarding the Gallery Walk teaching method; iii. to determine the

relationship between the frequency of using the Gallery Walk method and the level of student engagement as observed and assessed by Islamic Education teachers.

2. Literature Review

The Gallery Walk (GW) is a student-centered, active, cooperative learning strategy where students rotate between information displays, interact with content, and provide peer feedback [4][20]. This highly interactive approach promotes movement, discussion, and simultaneous peer learning, shifting the classroom focus away from the teacher [15].

Student engagement is defined by behavioural (participation), emotional (interest), and cognitive (investment/self-regulation) dimensions [9]. Enhancing all three is crucial for academic success [2]. However, traditional Islamic Education (IE) often relies on rote memorization and passive listening, leading to low cognitive and behavioural engagement [3,13]. Active strategies like GW are theorized to address this by requiring physical and intellectual involvement [10].

A substantial body of research supports the effectiveness of the Gallery Walk method across various subjects where promoting active learning and interaction. Studies consistently show that GW significantly increases student-student interaction and encourages active participation compared to traditional lecture methods [4,14]. Students report a higher sense of ownership over the learning process [15]. Developing Higher-Order Thinking Skills (HOTS). By requiring students to analyse, synthesise, and provide written feedback on peers' work, the GW method moves beyond surface-level recall. It fosters critical thinking and analytical skills [11,20]. Moreover positive perception and motivation. Students generally perceive GW as an enjoyable and motivating activity [4,12]. This positive emotional response directly contributes to increased emotional engagement [9].

While research on GW is prevalent in science, language, and social studies, its application and perception within the specific context of Islamic Education (IE) are relatively nascent but growing, which is bridging abstract and practical concepts. GW can display real-life scenarios and hukm (rulings) interpretations, making abstract IE concepts more relevant and concrete [2]. Enhancing discussion of sensitive topics. The written and semi-anonymous nature of comments can encourage more honest and thoughtful engagement with sensitive religious issues compared to direct public discussion [3]. Teacher acceptance and adaptation. [2] highlighted that IE teachers tend to favour methods aligned with Islamic values like cooperation (ta'awun) and consultation (syura), which the GW cooperative structure supports, suggesting a high potential for acceptance [22]. However, challenges related to managing movement and maintaining classroom decorum during religious studies need to be addressed [8,15].

Most existing studies focus on student perspectives or GW's general effectiveness. There is a significant gap concerning the specific perceptions of Islamic Education teachers, the gatekeepers of pedagogical change, regarding GW's impact on their students' behavioural, emotional, and cognitive engagement within the IE context. Understanding the teachers' viewpoint is vital for successful adoption and implementation fidelity [1,23].

3. Methodology

3.1 Research Design

This study employed a quantitative research design to examine Islamic Education teachers' perceptions of the effectiveness of the Gallery Walk method in enhancing student engagement. A quantitative approach was selected because it allows researchers to systematically measure variables such as attitudes, perceptions, and behavioural tendencies using numerical data that can be

statistically analysed. According to [5], quantitative research is particularly appropriate when the objective of a study is to identify patterns, trends, and generalisable findings across a relatively large group of respondents.

In the context of this study, the quantitative design enabled the researcher to gather structured and standardised data from Islamic Education teachers regarding their perceptions, knowledge, and classroom practices related to the Gallery Walk method. By using a survey-based approach, the study ensured objectivity and consistency in data collection, thus strengthening the reliability of the findings.

3.2 Population and Sampling

The population of this study consisted of Islamic Education teachers teaching at both primary and secondary school levels. These teachers were selected as the target population because they are directly involved in implementing teaching and learning strategies in Islamic Education classrooms and are therefore in a suitable position to evaluate the effectiveness of the Gallery Walk method.

A convenience sampling technique was used to recruit 125 teachers who were readily accessible and willing to participate in the study. Convenience sampling is commonly employed in educational research, particularly when researchers face time constraints or limited access to a complete sampling frame [6]. This sampling method allows researchers to collect data efficiently while still obtaining meaningful insights from practitioners who have relevant experience.

Although convenience sampling may limit the generalisability of the findings, it is considered appropriate for perception-based studies that aim to explore current practices and viewpoints among educators rather than to make population-wide predictions. In this study, the use of convenience sampling enabled the researcher to obtain responses from teachers with varying backgrounds, teaching experiences, and school contexts.

3.3 Research Instrument

Data were collected using a structured questionnaire distributed via Google Forms. Questionnaires are widely used in survey research because they allow researchers to collect standardised data from a large number of respondents in a cost-effective and time efficient manner [7]. In addition, online questionnaires provide greater flexibility for respondents, allowing them to complete the survey at their convenience.

The questionnaire was designed to align with the objectives of the study and consisted of four main sections, each addressing a specific research focus. Clear and concise language was used to ensure that the items were easily understood by respondents, thereby reducing the risk of misinterpretation.

3.3.1 Section A: Demographics

Section A gathered background information about the respondents, including gender, age, highest academic qualification, years of teaching experience, student level taught (primary or secondary), frequency of using active learning methods (such as Gallery Walk, Jigsaw, and other strategies), prior experience with the Gallery Walk method, and school location.

The inclusion of demographic information was essential for describing the characteristics of the respondents and for understanding how background variables may influence teachers' perceptions

and practices. This information also allowed the researcher to contextualise the findings and identify patterns related to teaching experience and instructional exposure.

3.3.2 Section B: Perception of gallery walk effectiveness

Section B consisted of items measured using a 5-point Likert scale, ranging from strongly disagree to strongly agree. The items were designed to evaluate teachers' perceptions of the effectiveness of the Gallery Walk method in enhancing student engagement, motivation, and classroom interaction.

The use of a Likert scale is appropriate for perception studies because it allows respondents to express varying degrees of agreement with each statement, thus capturing nuanced opinions [18]. This section focused on how teachers perceive the impact of Gallery Walk on students' participation, interest in learning, and collaborative behaviour during Islamic Education lessons.

3.3.3 Section C: Teacher knowledge and understanding

Items in this section assessed teachers' knowledge and understanding of the Gallery Walk method, including their awareness of its objectives, procedural steps, and recommended implementation strategies. This section aimed to determine whether teachers possess sufficient pedagogical knowledge to apply the method effectively in their classrooms.

Understanding teachers' knowledge levels is important because effective implementation of student-centred strategies such as Gallery Walk requires not only positive perceptions but also a clear understanding of instructional procedures. This section therefore provided insight into the relationship between teachers' knowledge and their classroom practices.

3.3.4 Section D: Frequency of use and student engagement

Section D examined the frequency of using the Gallery Walk method in actual classroom practice. In addition, it assessed teachers' observations of student behavioural, emotional, and cognitive engagement when the method was implemented.

By focusing on real classroom application, this section helped bridge the gap between teachers' perceptions and their instructional behaviour. It also provided evidence of how the Gallery Walk method influences different dimensions of student engagement, which is a key indicator of effective teaching and learning in Islamic Education.

3.4 Validity and Reliability

In the absence of a pilot study, the questionnaire was reviewed by one specialist in Islamic Education to establish its validity. The expert evaluated the instrument in terms of clarity, relevance of content, and face validity to ensure that the items accurately measured the intended constructs. Expert judgement is recognised as an appropriate approach to establishing validity when pilot testing is not conducted, particularly in exploratory and perception-based studies [21].

The expert's feedback was used to refine the wording and structure of the questionnaire items, thereby enhancing the overall quality and credibility of the instrument.

3.5 Data Collection Procedures

The questionnaire link was distributed individually to Islamic Education teachers through WhatsApp and email. These platforms were chosen due to their widespread use among educators and their effectiveness in facilitating quick communication. Participation was voluntary, and respondents were informed that their responses would remain anonymous and confidential.

Respondents were given sufficient time to complete the questionnaire, and data collection was conducted over a period of approximately two weeks. This duration allowed teachers to respond without pressure and increased the likelihood of obtaining complete and thoughtful responses.

3.6 Data Analysis

The collected data were analysed using descriptive statistics, specifically frequencies and percentages. Descriptive statistical analysis is suitable for summarising respondent characteristics, perception levels, and usage patterns in survey-based educational research [18].

This approach enabled the researcher to present the findings in a clear and systematic manner, providing an overview of teachers' perceptions, knowledge, and practices related to the Gallery Walk method. The use of descriptive statistics also facilitated the identification of general trends and patterns within the data, which are essential for addressing the research objectives.

3.7 Flow Chart

The flow chart illustrates the overall process undertaken in this study. Each step outlines a crucial component that ensures the research is carried out systematically, accurately, and in accordance with established research standards.

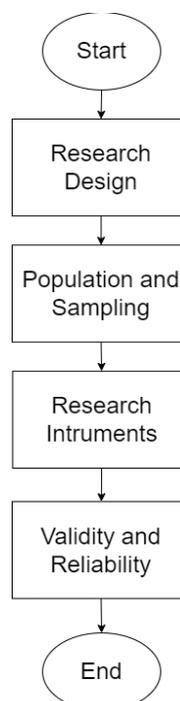


Fig. 1. Research flow chart

i. Start

The research begins with the identification of the research problem, formulation of research questions, and determination of the objectives and scope of the study.

ii. Research design

The researcher selects an appropriate research design. In this study, a quantitative design was implemented to enable structured data collection and statistical analysis.

iii. Population and sampling

The researcher identifies the target population and selects an appropriate sampling technique. Convenience sampling was used to recruit Islamic Education teachers who were readily accessible and willing to participate

iv. Research instruments

The main research instrument, a questionnaire, was developed and structured into four sections covering demographic information, perceptions, knowledge, and frequency of use. Item development was informed by literature and previous empirical research.

v. Validity and reliability

The questionnaire was reviewed by experts to ensure clarity and content validity. As no pilot test was conducted, reliability measures were not computed.

vi. End

The research process concludes once the instrument has been validated. Subsequent stages include distributing the questionnaire, collecting data, conducting statistical analyses, and presenting the findings in the later sections of the study.

4. Result

4.1 Section A : Demographic Profiles of Respondents

This section discusses the results obtained from the questionnaires answered by 125 Islamic Education teachers. Through the demographic profiling of respondents, we are able to systematically gather comprehensive insights from Islamic Education teachers regarding their perceptions of the effectiveness of the Gallery Walk method in enhancing student engagement. The demographic findings show that the majority of respondents were female teachers (75 respondents), which aligns with the trend of female dominance in the teaching profession, especially in the field of Islamic Education. Most respondents belonged to the 20–25 years age group (54 respondents), indicating that a significant portion of participants were early-career educators. This is also reflected in teaching experience, where 46 respondents had less than one year of experience, and 36 respondents had between one to three years.

The majority of participating teachers held Bachelor's degrees, with 49 respondents specializing in Islamic Education and 34 respondents in other fields, ensuring strong foundational knowledge. They applied the Gallery Walk method across diverse educational levels: lower secondary (51 respondents), primary (57 respondents), and upper secondary (41 respondents). With 108 respondents having prior experience using this method and frequently employing active learning strategies, the data reflects a significant move towards student-centred pedagogy in Islamic Education, aligning with the Malaysian Ministry of Education's 21st-century learning goals [16].

4.2 Section B: Perception of Gallery Walk Effectiveness

This section presents the analysis and discussion of Islamic Education teachers' perceptions regarding the effectiveness of the Gallery Walk method in enhancing student engagement during teaching and learning. Four key statements were measured using a five-point Likert scale: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree. The findings show consistently positive responses across all items.

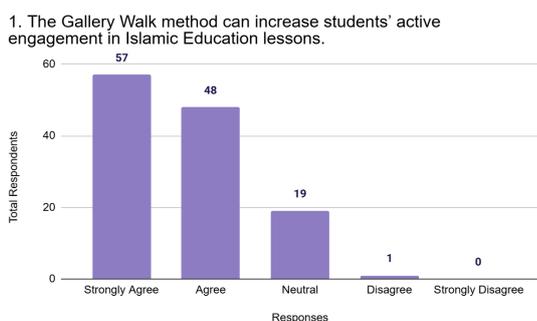


Fig. 2. Survey results on The Gallery Walk method can increase students' active engagement in Islamic Education lessons

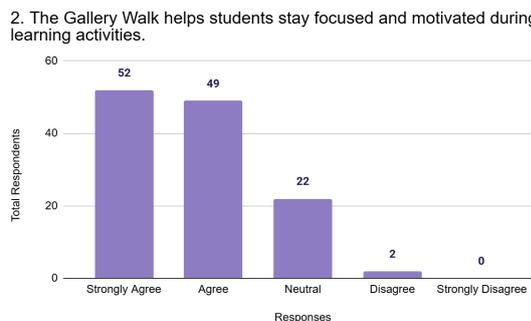


Fig. 3. Survey results on how The Gallery Walk help students stay focused and motivated during learning activities

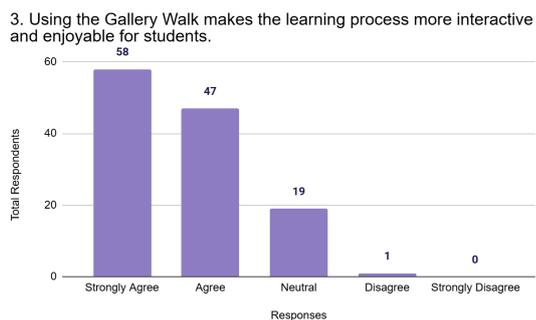


Fig. 4. Survey results on the effectiveness of the Gallery Walk in enhancing interactive and enjoyable learning experience

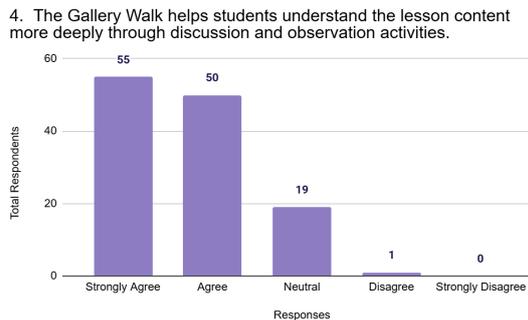


Fig. 5. Survey results on how the Gallery Walk helps students understand the lesson content more deeply through discussion and observation activities

The findings show overwhelmingly positive perceptions of the Gallery Walk method among Islamic Education teachers across all items measured. For active student engagement, 45.6% (57 respondents) strongly agreed, 38.4% (48 respondents) agreed, 15.2% (19 respondents) were neutral, and 0.8% (1 respondent) disagreed, reflecting an 84% combined strong endorsement. In terms of students' focus and motivation, 41.6% (52 respondents) strongly agreed, 39.2% (49 respondents) agreed, 17.6% (22 respondents) were neutral, and 1.6% (2 respondents) disagreed, resulting in a total agreement level of 80.8%. For the item assessing whether the method creates an enjoyable and interactive learning atmosphere, 46.4% (58 respondents) strongly agreed, 37.6% (47 respondents) agreed, 15.2% (19 respondents) were neutral, and 0.8% (1 respondent) disagreed, amounting again to an 84% combined positive response. Finally, regarding the development of a deeper understanding of content through discussion and observation, 44% (55 respondents) strongly agreed, 40% (50 respondents) agreed, 15.2% (19 respondents) were neutral, and 0.8% (1 respondent) disagreed, resulting in another high combined agreement of 84%. This consolidation of data

demonstrates a consistent and strong endorsement of the Gallery Walk method across all dimensions assessed.

The high levels of agreement across all items suggest that teachers strongly endorse the Gallery Walk as an effective pedagogical strategy in Islamic Education. The strong endorsement for active engagement is attributed to the method’s characteristics, such as physical movement, autonomy, and task variation, which are inferred to improve attention and sustained involvement. The positive perception regarding deeper understanding is interpreted through a constructivist lens, suggesting that dialogic learning and peer explanation—core components of the Gallery Walk—enhance conceptual clarity and cognitive processing. These findings align with established educational theories [17], which support the idea that peer interaction and reflective dialogue promote higher-order thinking. Overall, the data implies that the Gallery Walk is successful because it incorporates key drivers of meaningful, lasting learning: movement, social interaction, visual scaffolding, and student autonomy.

4.3 Section C: Teacher Knowledge and Understanding of Gallery Walk

The findings from Section C reveal that Islamic Education teachers generally possess a strong understanding of the Gallery Walk method, its principles, and its application in classroom settings. This is evident from the consistently high percentage of respondents selecting strongly agree and agree across all four items assessing their level of knowledge and pedagogical awareness

1. I possess clear knowledge of the fundamental concepts of the Gallery Walk method within the context of Islamic Education teaching.

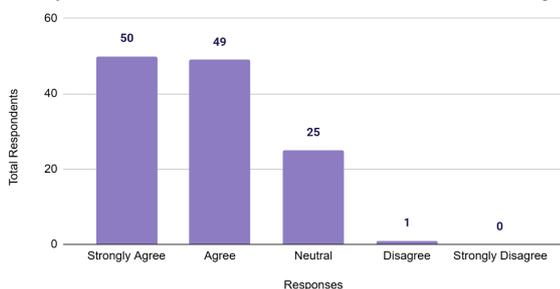


Fig. 6. Survey results on teachers’ knowledge of fundamental concepts of the Gallery Walk method in Islamic Education

2. I understand how the Gallery Walk method can actively enhance student interaction in Islamic Education classrooms.

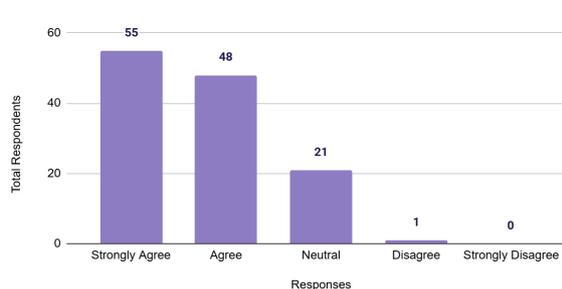


Fig. 7. Survey result on how the Gallery Walk method can actively enhance interaction in Islamic Education classroom student

3. I am able to articulate the differences between the Gallery Walk method and traditional approaches (e.g., lecture or conventional discussion) in terms of their effectiveness in engaging students.

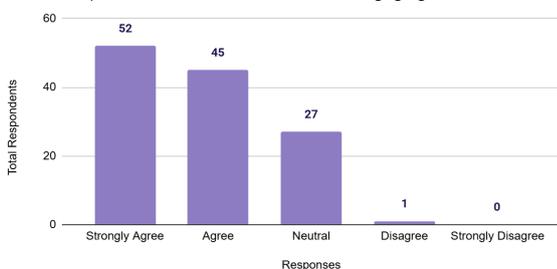


Fig. 8. Survey results on teachers’ comparative Insights on Gallery Walk versus traditional approaches for student engagement

4. I understand the challenges and conditions of implementing the Gallery Walk method that may influence its effectiveness in promoting student engagement in Islamic Education classes.

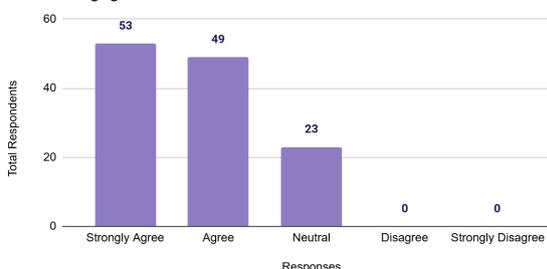


Fig. 9. Survey results on teachers’ understanding of challenges and conditions influencing the effectiveness of the Gallery Walk method

The data indicates that Islamic Education teachers generally possess a strong theoretical and practical understanding of the Gallery Walk method. For the statement on having clear knowledge of the fundamental concepts of Gallery Walk, the responses were: 40% (50 respondents) strongly agreed, 39.2% (49 respondents) agreed, 20% (25 respondents) were neutral, and only 0.8% (1 respondent) disagreed. Similarly, when asked whether they understood how the Gallery Walk enhances student interaction, the distribution was: 44% (55 respondents) strongly agreed, 38.4% (48 respondents) agreed, 16.8% (21 respondents) were neutral, and 0.8% (1 respondent) disagreed. Furthermore, in testing their comparative knowledge, the responses regarding the ability to articulate the differences between Gallery Walk and conventional strategies showed: 41.6% (52 respondents) strongly agreed, 36% (45 respondents) agreed, 21.6% (27 respondents) were neutral, and only 0.8% (1 respondent) disagreed. Finally, concerning their awareness of the challenges and conditions that may influence the method's effectiveness, the data indicated: 42.4% (53 respondents) strongly agreed, 39.2% (49 respondents) agreed, 18.4% (23 respondents) were neutral, and 0% (0 respondent) disagreed.

The consistently high agreement across all indicators suggests that Islamic Education teachers possess the necessary theoretical knowledge and reflective insight required for the effective integration of the Gallery Walk method. The strong positive response regarding both fundamental conceptual knowledge (combined 79.2% agreement) and the understanding of its role in enhancing student interaction (combined 82.4% agreement) confirms that teachers grasp not only what the method is but also its core pedagogical function in promoting active learning. Moreover, the 77.6% combined agreement on articulating the differences between Gallery Walk and conventional strategies, such as lectures, suggests that the majority of teachers recognize its comparative advantages in student engagement. The finding that 81.6% of teachers agreed on their understanding of the method's potential challenges and requisite conditions (e.g., classroom layout, time allocation) highlights a mature pedagogical understanding. This awareness indicates a reflective teaching practice where suitability and implementation constraints are considered, positioning the educators favorably within contemporary pedagogical trends [8].

4.4 Section D: Level of Student Engagement as Observed and Assessed by the Teacher

This section provides strong evidence that the Gallery Walk method significantly enhances student engagement across multiple dimensions during Islamic Education lessons. Overall, teachers reported overwhelmingly positive observations, suggesting that the method successfully promotes active participation, collaboration, discipline, and deeper conceptual understanding among students.

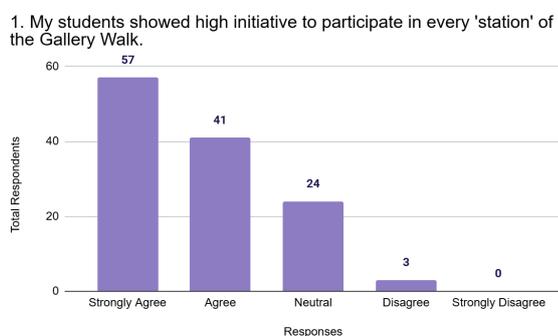


Fig. 10. Survey results on students' initiative to participate across all stations in the Gallery Walk

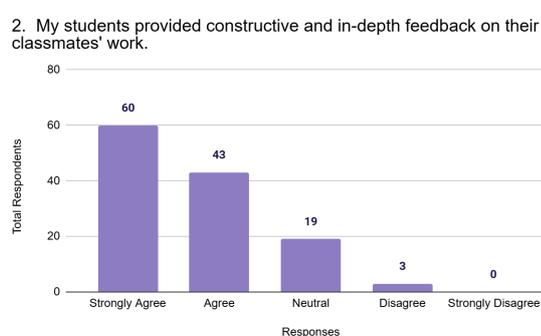


Fig. 11. Survey results on students' engagement in providing analytical and constructive peer feedbacks

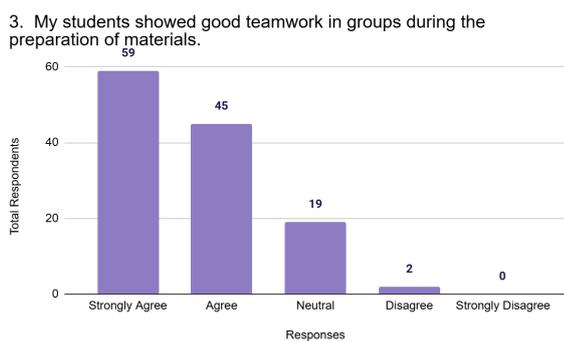


Fig. 12. Survey results on students' demonstration of effective teamwork during material preparations

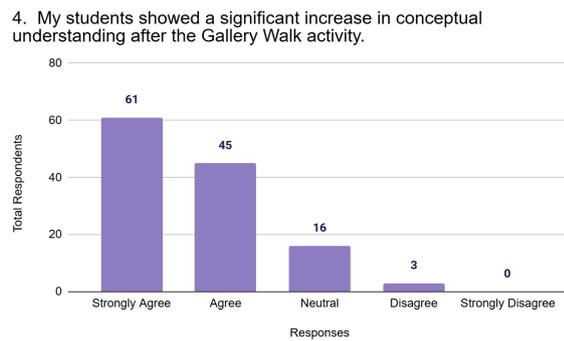


Fig. 13. Survey results on students' enhanced conceptual understanding resulting from the Gallery Walk

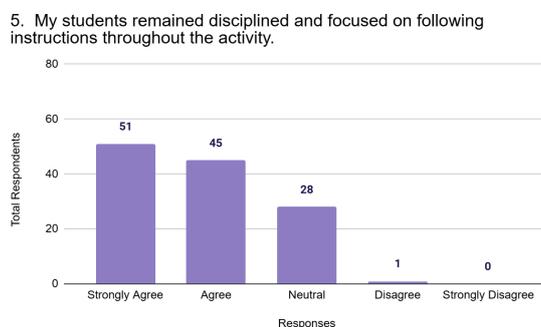


Fig. 14. Survey results on observed discipline and compliance among students during Gallery Walk

The results pertaining to student initiative were highly encouraging, with 78.4% (98 respondents) displaying high initiative at every station where 45.6% strongly agreed (57 respondents), 32.8% (41 respondents) agreed, 19.2% (24 respondents) remained neutral and only 2.4% (3 respondents) disagreed. This positive trend was sustained in the quality of interaction, as 82.4% of observations confirmed students provided constructive and in-depth feedback. The responses showed 48% (60 respondents) strongly agreed, 34.4% (43 respondents) agreed, with 15.2% (19 respondents) neutral and 2.4% (3 respondents) disagreeing. Teamwork during material preparation was similarly affirmed by 83.2% total agreement where 47.2% (59 respondents) strongly agreed, 36% agreed (45 respondents), against 15.2% (19 respondents) neutral and only 1.6% (2 respondents) showed disagreement. The most powerful validation came from the perceived learning outcomes, where 84.8% of observations confirmed a significant increase in conceptual understanding. The result showed 48.8% (61 respondents) strongly agreed, 36% (45 respondents) agreed, neutral response 12.8% (16 respondents) and only 2.4% (3 respondents) stated disagreement, reinforcing the substantive success of the activity. Regarding the observation that students remained disciplined and focused on following instructions throughout the activity, the total agreement rate was 76.8% (96 respondents) out of the 125 respondents. This combined agreement was composed of 40.8% (51 respondents) reporting strongly agree and 36% (45 respondents) reporting agree. The neutral response was 22.4% (28 respondents) while the disagreement was minimal, with only 0.8% (1 respondent) reporting disagreement, and 0 respondents reporting strongly disagree.

The overwhelming positive findings affirm the Gallery Walk's success in creating a participatory and cognitively rich learning environment. The high agreement levels across initiative (78.4% combined agreement), meaningful peer feedback (82.4% combined agreement), and teamwork (83.2% combined agreement) strongly support social constructivist theories which link cooperative learning to enhanced communication skills, motivation, and group accountability [14]. The observed improvement in conceptual understanding (84.8% combined agreement) suggests that the peer explanation, cooperative movement, and visual exploration inherent in the method effectively support deeper cognitive processing of ideas, aligning with research on the positive impact of active learning strategies on long-term retention [10]. Additionally, the high agreement on sustained discipline and attentiveness (76.8% combined agreement) indicates that the structured, systematic rotation of the Gallery Walk successfully contributes to maintaining focus. Overall, the data demonstrates that the Gallery Walk is a pedagogically robust instructional approach in Islamic Education, effectively promoting active participation, collaboration, and conceptual mastery.

5. Conclusion

This study, conducted among 125 Islamic Education teachers, predominantly early-career female educators, conclusively affirms that the Gallery Walk (GW) method is a highly effective and pedagogically robust strategy for enhancing student engagement. The findings consistently revealed an overwhelmingly positive perception of GW's effectiveness, with over 80% combined agreement across all measures, including its capacity to increase active engagement (84%), boost student focus and motivation (80.8%), and foster deeper conceptual understanding (84%). This endorsement is grounded in the teachers' strong theoretical and practical knowledge of the method, as over 77% demonstrated clear conceptual understanding and awareness of its comparative advantages over conventional teaching. Most significantly, teacher observations provided robust evidence that GW successfully promotes participatory, cognitive, and social engagement: high agreement was reported for student initiative (78.4%), constructive peer feedback (82.4%), effective teamwork (83.2%), and resulting enhanced conceptual understanding (84.8%). These results collectively demonstrate that the Gallery Walk method aligns well with the goals of student-centered pedagogy in Islamic Education, successfully creating a disciplined, collaborative, and cognitively rich learning environment that supports both active participation and the mastery of lesson content.

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