THEORY OF BANDURA'S SOCIAL LEARNING IN THE PROCESS OF TEACHING AT SMA METHODIST BERASTAGI KABUPATEN KARO

Sondang Manik[1], Milisi Sembiring[2], Immanuel Padang[3], Lastri Manurung[4]
[1,3,4]Pascasarjana Prodi Bahasa Inggris, Universitas HKBP Nommensen
[2]Universitas Methodist Indonesia
Sondang.manik@uhn.ac.id[1], milisi_sembiring@yahoo.com[2],
immanuelpadang@yahoo.com[3], lastri.manurung@uhn.ac.id[4]

Abstrak

Praktik Lapangan Tematik (PLT) telah menjadi bagian dari pelaksanaan kegiatan pembelajaran bagi mahasiswa, khususnya pada program studi Seni Musik Universitas HKBP Nommensen. Praktik tersebut memberikan kesempatan bagi mahasiswa untuk menerapkan kemampuan ataupun pembelajaran yang dimiliki oleh mahasiswa untuk diaplikasikan ke tengah masyarakat. Pemilihan bidang kompetensi Praktik Lapangan Tematik dalam memahami teori musik dasar, menjadikan mahasiswa sebagai problem solver bagi siswa/siswi di sekolah dasar di lingkungan 2 Dataran Tinggi Binjai Timur. Permasalahan yang dihadapi oleh siswa sekolah dasar yang masih belum memahami teknik dasar bermain pianika dengan menggunakan teori musik dasar, yaitu tangga nada sebagai referensi belajar. Praktek Lapang Tematik membawa pengaruh positif terhadap perkembangan skill siswa dalam bermain pianika dengan menggunakan tangga nada dasar.

Kata Kunci: PLT, Teori Musik, Tangga Nada, Proses Pembelajaran

Abstract

Learning is the process of change in human character, and these changes are manifested as an increase in the quality and quantity of behavior, such as improve skills, knowledge, attitudes, habits, understanding, skills, thinking abilities, etc. To make learning enjoyable, each class should include an activity that allows students to gain new knowledge and skills. Learning activities of this type must bridge the gap between prior knowledge held by learners and new knowledge created by them. One of the psychologists known for learning theory is Albert Bandura. Albert Bandura emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional responses of others. Social learning theory considers how environmental and cognitive factors interact to influence human learning and behavior. Albert Bandura's Social Learning emphasizes the importance of the learner develop their own knowledge or information gained from model observations the surrounding environment. The learner organizes all the information in detail code. The process of preparing each code can be repeated, allowing learners to real-time feedback can be provided. The learner's behavior is the result of competence. The learner interprets knowledge or information, imitates the model, and then recognizes process and identify desired action goals. Encourage learners to think critically and creatively. Analyzing the problem and offering alternative solutions is critical to the problem.

Keywords: Bandura's Social Learning, Process of Teaching

INTRODUCTION

Social learning theory is increasingly recognized as an essential component of sustainability Manage natural resources and promote desirable behavioral changes. (Muro

and Jeffrey 2008). The theory is based on the idea that we learn from interactions with others in a social setting. In any case, by observing the behavior of others develop similar behaviors. After observing the behavior of others, people assimilate and mimic the behavior, especially when their observational experience is positive or include rewards associated with observed behaviors. imitated by Bandura Involves actual reproduction of observed motor activity. (Bandura 1977).

Based on previous studies, learning is defined as "A persisting change in human performance or performance potential as a result of the learner's interaction with the environment" (Driscoll, 1994, pp. 8-9). Learning is also elucidated by Weinstein & Mayer (1986) as "The relatively permanent change in a person's knowledge or behavior due to experience" (p. 1040). On this point, Shuell (1986) clarified learning as "An enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" (p. 412). Learning theories see the environment as the major force in development. (Hoffman, 1993). Learning theories are divided into three categories: behaviorism, social learning theory (SLT), and social cognitive learning theory (SCLT). Albert Bandura is possibly the most eminent living psychologist in the field of psychology. His Social Cognitive theory has had an impact on a variety of fields, including education, health sciences, social policy, and psychotherapy.

SLT has become the most important learning and development theory. Many of the central concepts of traditional learning theory are contained in it. Because it involves attention, memory, and motivation, this theory has been called a bridge between behaviorist and cognitive learning theories. Muro and Jeffrey (Muro & Jeffrey, 2008). However, Bandura feels that direct reinforcement cannot account for all types of learning in this regard. As a result, he included a social component in his theory, saying that people can learn new ideas and behaviors by observing others.

The concepts of social learning are thought to apply throughout one's life. At any age, observational learning is possible. New learning through the modeling process is always feasible insofar as exposure to new influential, powerful models who control resources occurs at any stage of life. (Newman B.M. & P.R, 2007). People learn from one another, according to SLT, through:

1. observation,

2. imitation,

3. and modeling.

Learning can be done without a change in behavior if these main rules are followed.

So, look at it another way, behaviorists believe that learning must be reflected in a permanent change in behavior, but social learning theorists believe that because people can learn from observation alone, their learning may not always be reflected in their performance.

LITERATURE REVIEW

Social Learning Theory (SLT) is that learning happens through social observation and subsequent imitation of modeled behavior. Humans learn by seeing the acts and consequences of others. Individuals can either learn to replicate the observed behavior and reap the benefits, or they can learn not to imitate a certain activity and avoid the disagreeable.

Children observe the people around them behaving in various ways. By observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior.

Behaviors learned through modeling

The people who are being observed are called models and the process of learning is called modeling. This point supported by (Newman B.M. & P.R, 2007). From this perspective, moral thinking and behavior are influenced by observation and modeling. Thus, learning involves moral judgments of right and wrong, and this part can be generated by modeling.

Social Learning Theory Concepts

First, people can learn by observing, which is called observational learning. Second, mental state is an important factor in learning, also known as intrinsic

reinforcement. Finally point out that learning does not necessarily lead to a change in behavior and follow this through the modeling process.

Observational Learning

In 1961, Bandura conducted his famous experiment, the Bobo Doll Experiment, to study patterns of behavior, at least in part through social learning theory, and similar behaviors learned from individuals who shaped their own behavior after the model acted. In the process of observational learning, he identified three basic models of observational learning:

1) A live model of a real person demonstrating or performing a behavior.
2) Verbal instructional models that include behavioral descriptions and explanations.
3) A symbolic model that includes real or fictional people who behave in books, movies, TV shows, or online media.

Modeling Process

Social learning theory is increasingly recognized as an essential component of sustainability Manage natural resources and promote desirable behavioral changes. (Muro and Jeffrey 2008). The theory is based on the idea that we learn from interactions with others in a social setting. In any case, by observing the behavior of others develop similar behaviors. After observing the behavior of others, people assimilate and mimic the behavior, especially when their observational experience is positive or include rewards associated with observed behaviors. imitated by Bandura Involves actual reproduction of observed motor activity. (Bandura 1977).

Based on previous studies, learning is defined as "A persisting change in human performance or performance potential as a result of the learner's interaction with the environment" (Driscoll, 1994, pp. 8-9). Learning is also elucidated by Weinstein & Mayer (1986) as "The relatively permanent change in a person's knowledge or behavior due to experience" (p. 1040). On this point, Shuell (1986) clarified learning as "An enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" (p. 412). Learning theories see the environment as the major force in development. (Hoffman, 1993). Learning theories are divided into three categories: behaviorism, social learning theory (SLT), and social cognitive learning theory

(SCLT). Albert Bandura is possibly the most eminent living psychologist in the field of psychology. His Social Cognitive theory has had an impact on a variety of fields, including education, health sciences, social policy, and psychotherapy.

SLT has become the most important learning and development theory. Many of the central concepts of traditional learning theory are contained in it. Because it involves attention, memory, and motivation, this theory has been called a bridge between behaviorist and cognitive learning theories. Muro and Jeffrey (Muro & Jeffrey, 2008). However, Bandura feels that direct reinforcement cannot account for all types of learning in this regard. As a result, he included a social component in his theory, saying that people can learn new ideas and behaviors by observing others.

The concepts of social learning are thought to apply throughout one's life. At any age, observational learning is possible. New learning through the modeling process is always feasible insofar as exposure to new influential, powerful models who control resources occurs at any stage of life. (Newman B.M. & P.R, 2007). People learn from one another, according to SLT, through:

1.   observation,

2.   imitation,

3.   and modeling.

Learning can be done without a change in behavior if these main rules are followed.

So, look at it another way, behaviorists believe that learning must be reflected in a permanent change in behavior, but social learning theorists believe that because people can learn from observation alone, their learning may not always be reflected in their performance.

 2. Literature Review

Social Learning Theory (SLT) is that learning happens through social observation and subsequent imitation of modeled behavior. Humans learn by seeing the acts and consequences of others. Individuals can either learn to replicate the observed behavior and

reap the benefits, or they can learn not to imitate a certain activity and avoid the disagreeable.

Children observe the people around them behaving in various ways. By observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior.

Behaviors learned through modeling

The people who are being observed are called models and the process of learning is called modeling. This point supported by (Newman B.M. & P.R, 2007). From this perspective, moral thinking and behavior are influenced by observation and modeling. Thus, learning involves moral judgments of right and wrong, and this part can be generated by modeling.

Social Learning Theory Concepts

First, people can learn by observing, which is called observational learning. Second, mental state is an important factor in learning, also known as intrinsic reinforcement. Finally point out that learning does not necessarily lead to a change in behavior and follow this through the modeling process.

Observational Learning

In 1961, Bandura conducted his famous experiment, the Bobo Doll Experiment, to study patterns of behavior, at least in part through social learning theory, and similar behaviors learned from individuals who shaped their own behavior after the model acted. In the process of observational learning, he identified three basic models of observational learning:

1)   A live model of a real person demonstrating or performing a behavior.

2)   Verbal instructional models that include behavioral descriptions and explanations.

3)   A symbolic model that includes real or fictional people who behave in books, movies, TV shows, or online media.

MODELING PROCESS

Bandura mentions four necessary conditions which are demanded in modeling process. By considering the way, an existent can successfully make the actions model. These conditions are shown in the figure 1.
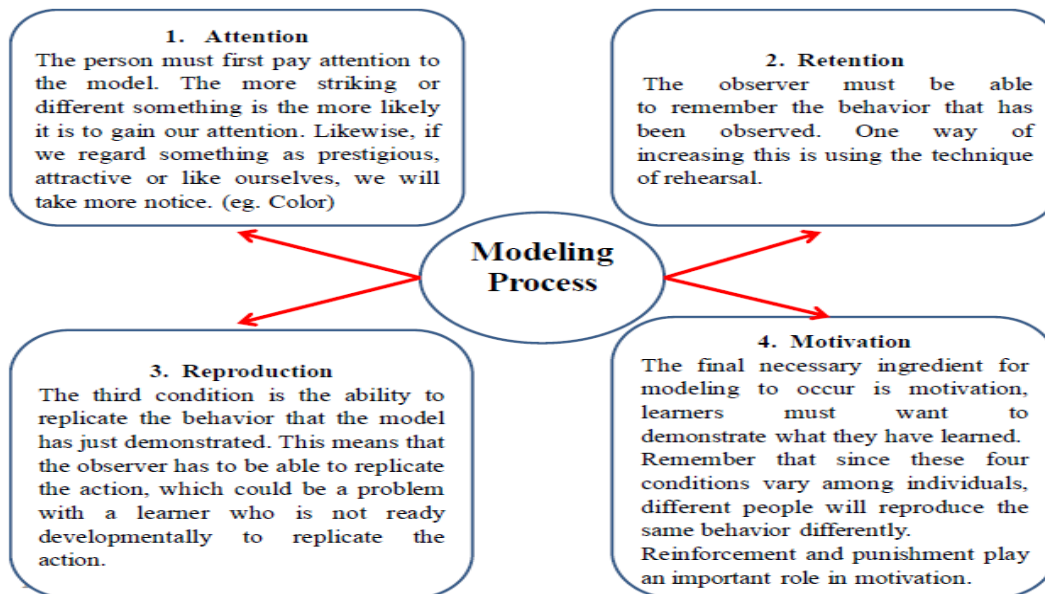

1. Attention
The person must first pay attention to the model. The more striking or different something is the more likely it is to gain our attention. Likewise, if we regard something as prestigious, attractive or like ourselves, we will take more notice. (eg. Color)

2. Retention
The observer must be able to remember the behavior that has been observed. One way of increasing this is using the technique of rehearsal.

Modeling Process

3. Reproduction
The third condition is the ability to replicate the behavior that the model has just demonstrated. This means that the observer has to be able to replicate the action, which could be a problem with a learner who is not ready developmentally to replicate the action.

4. Motivation
The final necessary ingredient for modeling to occur is motivation, learners must want to demonstrate what they have learned. Remember that since these four conditions vary among individuals, different people will reproduce the same behavior differently. Reinforcement and punishment play an important role in motivation.

Figure 1. Conditions which are needed in modelling process

Social Learning Theory perspectives

From the SLT view, the perspectives of reinforcement and punishment (R&P) can be categorized as follow:
a. Indirect effect on learning and they are not the only main cause;
b. Affect the extent to which a person shows the behavior that has been learned;
c. Affect the expectations of reinforcement in cognitive processes that promote learning;
d. Attention pays an important role in learning and;
e. Attention is influenced by the expectations of reinforcement.

DISCUSSION AND RESULT

According to previous research, the advantages and disadvantages of SLT can be divided into two parts categories.

1. Positive reinforcement, which refers to the action of imitation The observer is an active observer, so the action can be rewarded or recommended other.

2. Punishment, is used when the behavior being imitated by the observer is negative and likely to offend or hurt others, leading to some form of punishment. Basically, according to the literature, the main advantages and disadvantages of social/observational learning depend on the model.

According to this, if the model produces appropriate, responsible and overall positive behavior, the observer will emulate this positive good behavior. So, as aspiring educators, we need to be constantly aware of how we present ourselves and what we do. In conclusion, if we believe Bandura's theory is correct, it means that what we do is constantly being watched by others.

Bandura identified three basic models of learning through observation:

1. **A live model,** which involves an actual individual demonstrating or acting out a behavior.

2. A **verbal instructional model,** which involves descriptions and explanations of a behavior.

3. **A symbolic model,** which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

According to Bandura, external stimulus and environmental influences are not the only factors that influence individual learning and behavior. The individual's mental condition still plays an important role in the formation of behavior and the learning process that he experiences. He described them as inner or internal drives such as pride, satisfaction, and a feeling of victory. Without this inner drive, a change in attitude or behavior will not be possible. Because of this stance, Bandura's theory has the nuances of cognitive developmental theory. Bandura himself calls his approach 'social cognitive theory'.

Social cognitive theory in the factors to individual social, cognitive and mental factors play an important role in learning. Cognitive factors are individual expectations or expectations to achieve success.

Thus, Bandura developed a model that can be called reciprocal deterministic, which consists of three main factors, namely:

(a) behavior,

(b) person/ cognitive, and

(c) environtment.

These factors can interact with each other in the learning process. Environmental factors influence behavior; behavior affects the environment, as well as personal/cognitive factors influence behavior. What is meant by the person factor by Bandura is, among others, especially the nature, personality, and temperament; while cognitive factors include expectations, beliefs, thinking strategies and intelligence.

In this model, the person factor (cognitive) plays a very important role. The person (cognitive) factor emphasized by Bandura is self-efficacy. Bandura defines self-efficacy as belief in one's own ability to deal with and solve problems effectively. Self-efficacy also means believing in yourself to be able to succeed and be successful. Individuals with high self-efficacy are committed to solving problems and will not give up when they find that the strategy being used is not working. (Bandura 2001) According to him, individuals who have high self-efficacy will be very easy to face challenges. Individuals do not feel doubt because he has full confidence in his abilities.

According to him, the process of observing and imitating the behavior and attitudes of others as a model is an act of learning. Bandura's theory explains human behavior in the context of a continuous reciprocal interaction between cognitive, behavioral and environmental influences. Environmental conditions around the individual are very influential on this type of social learning pattern. For example, someone who lives and grew up in a gambling environment, then he tends to choose to play gambling, or on the contrary thinks that gambling is not good.

There are many factors that must be considered in changing individual behavior after making observations. According to Bandura, the cognitive basis in the learning process can be summarized in four stages, namely: attention, remembering, reproduction of motion, and motivation.

1. **Attention: The degree to which we notice the behavior.** A behavior must grab our attention before it can be imitated. Considering the number of behaviors we observe and do not imitate daily indicates attention is crucial in whether a behavior influences imitation.

2. **Retention: How well we remember the behavior.** We cannot perform the behavior if we do not remember the behavior. So, while a behavior may be noticed, unless a memory is formed, the observer will not perform the behavior. And, because social learning is not immediate, retention is vital to behavior modeling.

3. **Reproduction: The ability to perform the behavior.** This is the ability to reproduce a behavior we observe. It influences our decision about whether to try performing the behavior. Even when we wish to imitate an observed behavior, we are limited by our physical abilities.

4. **Motivation: The will to emulate the behavior.** This mediational process is referred to as vicarious reinforcement. It involves learning through observing the consequences of actions for other people, rather than through direct experience. (Cherry)

CONCLUSION

Social learning theory is a theory that emphasizes the idea that most human learning occurs in a social environment. By observing people, humans acquire knowledge, rules, skills, strategies, beliefs, and attitudes. Individuals also look to models or examples to study the usefulness and appropriateness of behaviors as a result of the behavior that is modeled, then they act according to their beliefs about their abilities and the expected results of their actions.

This theory was developed by Albert Bandura, an educational psychologist from Stanford University, USA. This learning theory was developed to explain how people learn in a natural setting or real environment. Social learning theory also has influenced many areas of inquiry: education, health sciences, social policy and psychotherapy among others.

Social learning theory is a theory about learning and formation behaviorally personality. He emphasized the importance of the social environment, in addition to the individual's inner nature, in shaping a person's behavior and character. Through learning experiences by observing and imitating other people, humans are in the process of becoming more mature individuals.

This social learning theory is very interesting to apply. If the quality of an individual who has self-efficacy is extended to the family, then the effect will be enormous. This is because the formation of self-efficacy does not may be seen as a mere personal effort. As part of an institution socially, it is impossible for each family member to live independently

autonomous.

Social learning theory can shape an individual's personality in response to a social stimulus that will have an impact on the good character formation of the generation a nation that is sensitive to social, because social learning theory is a model observational learning which serves as one of the educations for educating one's emotions, empathy, respect, and multiculturalism.

REFERENCES

Bandura, A. (1977). *Self-efficacy: toward a unifying theory of behavioral change.* Psychological review, 84(2), 191.

Pastorelli, C., Caprara, G. V., Barbaranelli, C., Rola, J., Rozsa, S., & Bandura, A. (2001). *The structure of children's perceived self-efficacy: A cross-national study.* European Journal of Psychological Assessment, 17(2), 87.

Cherry, Kendra. *"Social Learning Theory: An Overview of Bandura's Social Learning Theory"*. http://psychology.about.com/od/ developmenta lpsychology/a/social-learning/.

Driscoll, M. P. (1994). *Psychology of Learning for Instruction*: Allyn & Bacon, A Division of Paramount Publishing, Inc., 160 Gould Street, Needham Heights, MA 02194.

Hoffman, L. W. (1993). *Hoffman Devlopmental Psychology Today*: McGraw-Hill Education-Europe

Muro, M., & Jeffrey, P. (2008). *A critical review of the theory and application of social learning in participatory natural resource management processes.* Journal of environmental planning and management, 51(3), 325-344.

Shuell, T. J. (1986). *Cognitive conceptions of learning.* Review of educational research, 56(4), 411.

Weinstein, C. E., & Mayer, R. E. (1986). *The teaching of learning strategies.* Handbook of research on teaching, 3, 315

Pangaribuan, M. (2020). *The Effec Of Contextual Teaching And Learning Method In Writing English Paragraph At English Depeartment FKIP Nommensen Pematangsiantar.* Visi Sosial Humaniora, *1*(2), 76-85.

Napitupulu, F. (2021). *The Improving Of Students Ability In Writing Research Background Of Classroom Action Research Proposal By Using Scientific Approach.* Visi Sosial Humaniora, *2*(1), 1-16.