

ANALYSIS OF SOCIAL ATTITUDES OF ELEMENTARY SCHOOL LEARNERS WITH THE APPLICATION OF ALBERT BANDURA'S LEARNING THEORY

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Abstract: *Education is not only to gain knowledge, but the education carried out must be able to improve social attitudes for students. This study aims to determine the difference in social attitudes of the class that implements Albert Bandura's social learning theory and the class that does not implement Albert Bandura's social learning theory. The approach used in this research is a quantitative approach with a Quasy Experimental Design with a Nonequivalent Control Group Design research pattern. This design applies two groups of students, namely the Experiment Class and the Control Class. Furthermore, in each class a pretest before treatment and posttest after treatment was carried out with six aspects of social attitudes, where each aspect consisted of three indicators. The experimental class carried out learning by applying Alber Bandura's social learning theory while the control class carried out learning without Albert Bandura's social learning theory. The instrument used is RPP as a learning instrument while social attitude assessment instruments are carried out with an observation sheet. The results of the study generally show that there are differences in the acquisition of social attitude scores of the experimental class and the control class. The N-Gain score in the experimental class is 0.5 in the medium category. Meanwhile, in the control class, the N-Gain score was 0.216 in the low category.*

Keywords: *Albert Bandura's social learning theory, social attitudes, elementary school*

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INTRODUCTION

Education is a conscious effort carried out in a planned manner to achieve national education goals so that the realization of an active and innovative learning process so that students can develop thinking skills during the learning process (Fahreza, 2018). Education in Elementary School aims to prepare a variety of basic skills for students to be able to interact with their social environment and as the main provision before continuing to the next level of education. To find out the achievement of educational goals can be seen from the acquisition of student learning outcomes from affective, cognitive and psychomotor aspects. However, the soft skills of students also must not go unnoticed, one of which is the social attitude of students who will affect their character and personality in the community..

Soft skills that are expected in the implementation of student learning are not only listening to lessons by teachers by not responding to teachers so that learning becomes one direction. But teachers must be good at conditioning students to actively listen, think and find new understandings and skills in the classroom. (Lesilolo, 2019). Education in elementary schools also drew criticism regarding the low application of social attitudes compared to the cognitive mastery of didi participants. So that students experience a social crisis that results in students becoming more selfish and unable to get along in the community (Surahman, 2017)

Various negative social behaviors are displayed in schools ranging from violence, mutual reproach, and sporadic indiscipline which reflects the lack of application of social attitudes in the implementation of learning in the school. As a result, students experience a shift in social and attitudes in school life. The happens in many schools in Indonesian public and private schools (UNICEF, 2014).

Related to the problems in education, the theory of social learning put forward by Albert Bandura is expected to be able to apply the desired social attitude to students. With the modeling system and the ability of learners to imitate, teachers can provide changes in social attitudes to students as desired. Albert Bandura agreed that the behavior of a learner is influenced by models that are considered and processed through symbolic codes related in the form of a triangle between internal, environmental, and behavioral behavior. (Bandura, 1986).

Some of the research that has been done related to "Analysis of Social Attitudes of Learners in Elementary Schools with Albert Bandura Learning Theory" Lesilolo research (2019) suggests the author stated that Albert bandura's social learning theory can be carried out in elementary school because it will make the learning atmosphere dynamic. Meanwhile, Yoda (2019) stated in his research that the use of a health-tracking module containing Albert bandura's theory can improve learners' learning outcomes. Meanwhile, Tiara (2019) stated that social attitudes in elementary schools can be assessed by car observation and journals applied to students (Tiara & Sari, 2019). Based on this description, the author has not found a concrete application of Albert Bandura's social learning theory to the social attitudes of learners. For this reason, the author will bring forward the study with the title "Analysis of Social Attitudes of Learners in Elementary Schools with Albert Bandura Learning Theory". The purpose of this study is to find out the influence of Albert Bandura's social learning theory on the social attitudes of learners by looking at the availability of class social attitudes that apply Albert Bandura's social learning theory with classes that apply conventional learning theory

LITERATURE REVIEW

1. Social Attitudes

Attitude is a statement of quality or perspective about life claimed by an individual. Mentality can be formed, with the aim that ideal behavior or activity occurs (Boleng, 2014). The disposition ability alluded to in this guide is the articulation of qualities or perspectives about life that are owned by the individual and shown in behavior. Social attitudes are concerns for an individual who produces real activities against the social climate (Ahmadi, 2009). (Sudarsono, 1997) Suggesting that social attitudes are attitudes or actions that are firm in the family and surrounding communities. Social attitude conditions can be positive as well as negative depending on how the environment influences the individual.

Social attitudes are influenced by two factors, namely external factors, and internal factors. Internal factors are impulses that come from within the individual itself which includes selectivity or the way used by a person to receive stimuli from the environment. While external factors are impulses that come from outside the person (Ahmadi, 2002). Influences that come from outside are not directly accepted by the individual must determine which will be accepted and which will be rejected. Outside factors can come from the environment of family, playmates, school education, and media (Purwaaktari, 2015)

In the 2013 curriculum, social attitudes and spiritual attitudes have a considerable portion in the achievement of learners. The placement of social attitudes and spiritual attitudes in the most important part of learning indicates that social attitudes must be improved in every learning (Gusviani, 2017). Indicators in the assessment of students' social attitudes can be honesty, discipline, tolerance,

cooperation, manners, and confidence (Surahman, 2017). Social attitude assessment is carried out to determine the development of learners in terms of social attitudes which include indicators of social attitudes (Kementerian Pendidikan dan Kebudayaan, 2015)

Social attitude assessment can be carried out with a list of attitude fillings in the form of personal observations that are adjusted to the list of attitude fillings contained in the core competencies. The format can be developed with the competencies to be assessed as well as the type of assessment applied (Mulyasa, 2014).

Assessment of social attitudes can be done employing self-assessment, observation, journal, and assessment between friends (Sani, 2013) Self-assessment is a way of assessing the competence of students by mentioning the fatigue and inaccuracies that exist in themselves. Chest observation is one of the ways assessment is carried out continuously by involving the senses either directly or indirectly using social attitude assessment indicators. Journal is a teacher's note in the form of observation of the advantages and disadvantages of learners during the learning process.

Inter-friend assessment is one of the assessment techniques that involve other people or friends to conduct student assessments.

The implementation of social attitude assessment must be carried out by educators daily and every time the teacher sees the development of each learner's social attitude (Direktorat Pembinaan sekolah Dasar, 2016).

2. Albert Bandura's Learning Theory

Learning theory is a collection of facts and principles put forward for the implementation of the learning process that has its specificity (Rusuli, 2014). Albert Bandura's theory of social learning is based on the

assumption that humans are flexible and can change through direct observation. However, humans can also change based on observations of the actions of others (Gregory, 2008). By looking at the actions of others a person will be able to predict what will happen next if it is done so that it becomes a motivation for him to do the same (Neil, 2004).

Social learning theory or also known as social cognitive theory is a theory put forward by a psychologist named Albert Bandura. Albert Bandura was born in 1925 in Canada and completed his doctoral education at the University of Iowa. Albert Bandura's thoughts were influenced by Miller and Dollard through his writings entitled *Social Learning and Imitation*. (Yanuardianto, 2019).

In some of his works, Albert Bandura stated that the behavior of students can be influenced by the model of the environment imitated by learners (Putri & Muhid, 2021). Albert Bandura conducted a test on a child who was put in the room and then showed the spectacle of a man hitting and slamming the doll. then the child is then given a doll and does the same thing as the person in the show does (Schunk, 2012).

Bandura suspects that both behavior, climate, and events within students that influence insight and activity are interrelated relationships. Assumptions and quality influence behavior. Behavior is assessed regularly, free from natural criticisms that change the impression of the individual. Behavior drives natural possibilities. Actual qualities such as size, gender size, and social assumptions drive a typical ecological response. Typical social recognition influences the singular self-origin. Dynamic possibilities can change the strength or direction of movement. Behavior is introduced by the model.

Models are seen by students (there is model support) and Behavior (abilities encoded and eliminated by students). Handling of representative code. Scheme of the three-sided relationship between climatic, individual, and social elements (Bandura, 1977)

Social Learning is divided into four stages, namely: 1). Attention, in teaching teachers must pay attention to the model carefully. 2). In retention, one must recall the actions performed by the model and look at them. 3). Try to imitate and practice the actions performed by the model. 4). Motivational, learners must have the motivation to learn (Ahmadi, 2004).

Social learning theory Albert Bandura suggests that the learning process is influenced by social, cognitive, and behavioral factors of learners. Social factors related to the environment can affect the behavior of learners (Bandura, 1977).

According to Lesilolo's research (2019), Albert Bandura's social learning theory can be implemented by:

- a. Associate lessons with learner experiences
- b. Using tools that can focus the attention of learners.
- c. Connecting the learning message with the material that has been learned.
- d. Using music
- e. Creating a carefree atmosphere
- f. Material presentation techniques vary
- g. Eliminate irrelevant materials and materials.

METHODS

This research uses a quantitative approach in the form of a Quasi-Experimental Design based on the development of a true experimental design that is more difficult to implement. This research was carried out by involving a control group but can be fully functional in variable control that affects the

experimental class (Sugiyono, 2010). This research design is in the form of:

R	O1	X	O2
R	O3		O4

Figure 1. Experimental Research Design

Keterangan:

- R : Random
- X : Treatment
- O1 : Results of the experimental pretest before treatment
- O2 : Experimental posttest results after treatment
- O3 : Results of pretest control before treatment
- O4 : Posttest results of control after treatment

The subjects involved in this study were students of class V of State Elementary School 25 Langki Sijunjung Regency with a total of 20 students. The research conducted by students will be divided into two classes, namely 10 control class people and 10 experimental class people. The experimental class is a group that will be implemented the theory of learning by Albert Bandura. While the control class is a group that implements conventional theory.

The instrument used is RPP which applies Albert bandura's social learning theory as a learning instrument while social attitude assessment instruments it is carried out with an observation sheet. The validity of the instrument is carried out through the validity of the contents by involving experts (expert judgments) namely lecturers of madrasah ibtidaiyah teacher education who have expertise in the field of evaluation. The data that will be used in this study is quantitative where the data is obtained from assessments carried out before and after the implementation of Albert Bandura's learning theory Data analysis is carried out with inferential quantitative data.

Statistical testing is performed with SPSS soft ward (Statistic Produk and Service Solution) for windows).

The data analysis techniques used to determine the value of the social attitudes of the experimental class and the control class are as follows:

- a. Carry out normality tests at pretest and posttest values with Shapiro-Wilk tests with a significance level of 0.05.
- b. Furthermore, to determine homogeneity, the Levene test was carried out with a significance level of 0.05.
- c. If the data found is distributed normally and varies homogeneously then an independent test of the t-test sample is carried out to determine the hypothesis test.
- d. If the resulting data is distributed abnormally and varies not homogeneously then the Maan Whitney test is carried out.
- e. As for seeing the difference in the improvement of students' social attitudes before and after the treatment, the N-Gain test was carried out on each indicator

RESULTS AND DISCUSSION

1. Pretest assessment of Learners' Social Attitudes with Albert Bandura Learning Theory and without Albert Bandura Learning Theory

Before the implementation of learning, both groups were pretested by giving questionnaires on 6 indicators of social attitudes. Here are the results of the data processing pretest social attitudes:

Table 1. Data Processing Results Pretest Social Attitudes

Data	Class	
	Eksperiment	Control
N	10	10
Means	11	10,5
Std. deviasi	3,197	2,758
Sig. Normalitas	0,500	0,605
Sig. Homogenitas	0,644	
Uji t-testindependent Sig. (2-tailed)	0,712	

Table 1 shows that the data obtained is the normal distribution and homogeneous. For this reason, it is followed by an independent test of the Sig t-test sample (2-tailed) with a score of $0.712 > 0.05$ indicating that the social attitude values of experimental class learners and control classes did not have significant differences before learning was carried out using Albert Bandura's social learning theory.

2. Posttest assessment of Learners' Social Attitudes with Albert Bandura Learning Theory and without Albert Bandura Learning Theory

After learning in both classes, Posttest was carried out to determine the value of students' social attitudes in both classes. Here is the acquisition of values after posttest data processing:

Table 2. Data Processing Results Posttest Social Attitudes

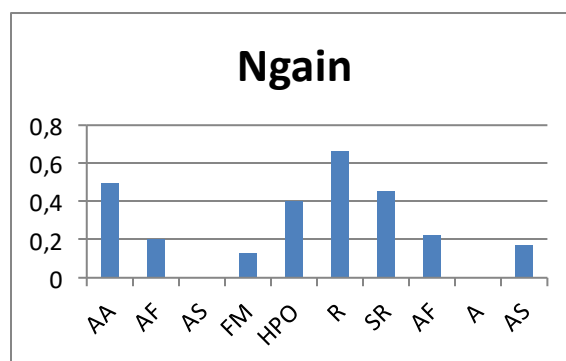
Data	Class	
	Eksperiment	Control
N	10	10
Means	12,6	10,6
Std. deviasi	2,63	3,02
Sig. Normalitas	0,461	0,407
Sig. Homogenitas	0,02	
Uji Mann Whitney Asymp Sig. (2-tailed)	0,01	

Based on table 2 it can be seen that normal and varied distributed data is not homogeneous which means that an independent t-test can be done, then the Mann Whitney test is carried out to determine the difference in control class data and experimental class. The results of the test showed that the score was smaller than 0.05 which means that there is a difference in social attitudes between experimental class learners and control classes. The application of Albert Bandura's learning theory provides a different learning experience for learners. Learners feel more active with the application of modeling carried out by teachers (Mubin et al., 2021). So that students can imitate and provide stimulus to the attitude model applied by teachers.

The application of Albert Bandura's learning theory to the learning process provides space for a continuous learning program between teachers and learners. So that problems arise that will trigger students to think and spur intellectuals so that they can formulate new ideas to action. (Lesilolo, 2019). Because students have the skills to think and organize and direct themselves to be able to influence the environment and besides that students are also influenced by their environment (Tarsono, 2018).

By applying Albert Bandura's theory of social attitudes learners can be developed by providing modeling and fun learning. Here is an increase in social attitudes experienced by students by applying Albert Bandura's learning theory:

Figure 2. Ngain Score of Experimental Class



In figure 2, there is generally an increase in social attitudes experienced by learners although there are some learners who do not experience improvements in social attitudes. The eighteen indicators represent aspects of learners' social attitudes where each aspect is represented by three indicators. More details can be seen in the indicator table of aspects of social attitudes in experimental classes and control classes:

Table 3. Rata-rata N-gain tiap aspek sikap sosial

Aspects of Social Attitudes	Indicators	Means N-gain	
		Eksperi ment Class	Control Class
Honesty	1,2 and3	0,4	0,2
Discipline	4,5 and 6	0,6	0,3
Tolerance	7,8 and 9	0,5	0,3
Gotong Royong	10,11 and 12	0,5	0,2
Polite	13,14 and15	0,4	0,2
Confident	16,17 and 18	0,6	0,1

Based on the table it can be seen that in general, the increase in indicators of social attitudes occurs in experimental classes. Although several indicators show an increase in the control class. The application of Albert Bandura's social learning theory can affect the social attitudes of students in the teaching and learning process (Jayana & Muhlis, 2021). This increase is due to the child being able to respond well to the behavior displayed by the teacher by modeling (Syifa, 2019). Observations made by students to the behavior exemplified can increase knowledge and the ability to behave (Silahuddin, 2020). The imitating behavior in question is not the act of cheating but doing things seen by students, especially by teachers (Adi, 2020). The results of this study are in line with (Muali & Rohmatika, 2019) which states the improvement of learners' social attitudes can be obtained by applying Albert Bandura's social learning theory.

CONCLUSION

Based on the analysis of data and findings in the previous chapter, it can be concluded that there is a difference in social attitudes between classes that apply Albert Bandura's social learning theory and classes that do not apply Albert bandura's social learning theory. The experimental class earned an average N-Gain of 0.467 with a medium category. While the control class obtained an average N-Gain value of 0.280 with a low category.

Based on the above conclusions, here are suggestions that are following this study. First, the application of social learning terror Albert Bandura can be used as an alternative to improve the social attitudes of students in learning. Second, to get maximum results in the application of social learning theory Albert Bandura needs to do modeling in learning.

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5

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