

Research Article

Shaping A Student Self Efficacy Academic Through Live Modeling Technique (A Synthesis of Observational Learning in Social Cognitive Theory)

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Abstract

In the perspective of social cognitive theory, humans as an actor that has a cognitive capability to observe, learn, understand, motivate, plan, act and evaluate an achievement or result that has been done. This perspective argues that a human can learn just by observation, although they do not have direct experience to do such specific tasks. This argument has revised a concept of behavioristic about imitation learning Miller and Dollard. Bandura has a viewpoint to have this result in his research with a triadic reciprocal determinism. Peoples has a cognitive function to observe and consideration to make a decision to act in their life circumstance not only reaction form their environment but their also an actor to make their self a decision-maker. So in a learning process, observational learning formed in live modeling. This modeling has an effect of influencing a mindset of the student in their self-belief, such competencies, capabilities to accomplish a task this self-belief known as self-efficacy. In self-efficacy has one source that links with an observational learning process, there is a vicarious experience. This article will describe and discuss a synthesis about live modeling in observational learning, linkage with vicarious experience in self-efficacy, and how to live modeling to shape a student's self-efficacy and a stage in the group counseling process.

Keywords: live modeling; self efficacy; observational learning; social cognitive theory

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Introduction

The learning process is a process of human maturation in finding identity and find the truth that is useful in the survival of human life itself. In the development of the learning process, many views and opinions from psychologists are the results of research conducted on human learning behavior.

The flow of behavioristic psychology develops the view of human learning behavior in psychology. Which is the flow of psychology that assumes human beings are the result of the formation of the environment in this regard related to the understanding of empiricism (Kim & Yun, 2015) Behavioristic concepts have an understanding that humans are formed in the conditioning process? It focuses on the logic that learning behaviors are shaped by habits that go through the process of direct experience experienced and experienced by a person (Simion & Petre, 2017).

If linked within the scope of education, teachers should be able to familiarize learners with discipline, read, complete the task, obey the rules in force. Every behavioristic flow recognizes it as a way to shape human learning behavior. As well as its development to the law of learning conveyed by Thorndike, who said if learning is a process of habituation, then if the habituation without (Ismail & Wahid, 2018). Thus the law of learning is born of the Law of Readiness, Law of Exercise, and Law of Effect.

The development of the education system and learning process, hence developing also the human mindset in understanding human learning behavior. In this case, the concept of human behavior evolved from the understanding that the environment shapes humans and controlled by the environment into an understanding where human learning behavior is caused by cognitive considerations to choose an activity and choose how to behave and behave in learning. In this case, it relates to individual beliefs with self and their psychological propensity.

An educational system that demands students to have specific trends and unique competencies. With the 2013 curriculum with an emphasis on self-development and character-reinforcement programs, requires students to have the ability and confidence to learn and shape their behavior according to the values of the characters present in the environment, through self-belief in the capabilities possessed as the uniqueness of self (Kemendikbud, 2010).

Today's education is more about how students reconstruct and modify behaviors according to trends in the competencies they understand and enjoy in the learning process, this is self-development, and in the process, the development of character must be established. In character education, there are five pillars of Religiosity, Nationalism, Integrity, Mandiri, and Gotong Royong (Kemendikbud, 2010). And also described in the Presidential Regulation No. 87 of 2017 article 3 which explains that Strengthening Character Education (PPK) implemented by applying the values of Pancasila, in character education mainly includes religious values, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, the love of the homeland, appreciate achievement, communicative, love peace, love to read, caring environment, social and responsible.

The cultivation of the value that is established in the present character education in Indonesia, it is essential to be implemented with systematic and measurable. With the development of education and culture in the present era, an equalization of capabilities and competencies must be possessed by students and characters that reflect the value of nationality. As a form of preparing characters that can not be influenced by other environments as there has been the globalization of education, economics, culture, and technology. This is a challenge that must be faced by all the people of the nation and state to raise private students as a quality generation in the future.

Ananto (2017) that the generation in the 21st century is a generation of Millennials, which, according to the data. 65% of Indonesia's population is a young generation who have the tendency of technology users who are experts, active in social media, learning through the process of observation, own learning outcomes, and learner of all time. These findings, explaining that the positive and negative side of the condition of Millennials generation Indonesia. The positive side is a high curiosity to lure the young generation to find out through observation and use of technology to make it a long life learner. However, the downside is that if self-control, mind control, and the absence of a model that becomes a character for the younger generation in the search for truth due to high curiosity, then this young generation will be a victim of technology and the global community.

This condition is of great concern to teachers and educators. The global community, as well as the ASEAN Economic Community (AEC), is a forum for every ASEAN society free to acculturate, assimilate and share knowledge, culture, technology, and economy. The question is, is our young generation ready to compete with other ASEAN countries whose other country's societies have been remarkably preparing for the character and capabilities of the young generation as well as Malaysia. Which is ranked 3rd in ASEAN and ranked 62th in the world in terms of education while Indonesia is ranked 5 in ASEAN and ranked 108th in the world in terms of quality education (Vuong, Brown-Welty, & Tracz, 2010)?

Therefore, the enormous competition in education dramatically influences the competition of culture and civilization. If talking about culture means talking about the values and character of the Indonesian nation. Therefore, character education is aimed to build the young generation of Indonesia in the process of education to get the planting of the original Indonesian cultural character values, before the acculturation and assimilation of civilization, which results if Indonesia is not ready, become victims of culture and civilization from other nations.

So education is a culture can not be separated from the role of a character in the education of parents, community leaders, religious experts, teachers, senior in school for students. For students, crave a model/character is a necessity. Do not let them look for other models that do not support the process of character education (Alfaiz, 2017). This explains that character education to make young people who restructure and constructivism learning behavior is through modeling that is reserved by Bandura in the understanding of observational learning is the concept of learning through the process of observation.

For more details the concept of modeling will be discussed in the synthesis of observational learning social cognitive theory to improve students' self-efficacy academic, as a form of synthesis to answer the worries in the character education process and this article will be the first step of supporting the process of strengthening character education into the social system of education Indonesia at the present time .

Discussion

Based on the previous section, it is clear that for the development and support the process of strengthening character education and learning process to form the character of students. It takes learning process and guidance based on the modeling which, is based on instilling the character value of the nation that must be owned first by the education actors. If educational institutions can not be separated from the modeling of students who are excellent achievers, teachers, teachers, and counseling guidance. Moreover, parents themselves, more clearly, the concept of modeling, the explanation can not be separated from the development of the concept of observational learning developed by Miller and Dollard and revised again by Bandura. So its relationship with the source of self-efficacy itself as a form of self-belief formation that focuses on individual beliefs will be his capability in completing specific tasks by his competence (Peeters, 2018).

Observational Learning as a Cognitive Process and Vicarious Experience

An observational study has been around since Plato and Aristotle, according to them, education up to a certain level is the best model selection to be presented to students so that the quality of the model can be observed and imitated. At that time, observational learning is considered and postulated as a natural human tendency to imitate what others do, so the concept of observational learning is thought to be due to the nativistic /natural and imitation elements.

In 1898, Edward L. Thorndike first re-examined the concept of observational learning with experiments on cats by inserting in a puzzle box, which A cat had learned and could get out of the box and cat B had never been, so his job was just watching cat A. However, in the process, cat B still can not get out of the puzzle box. Through many experiments with different subjects, "In my experiments with animals ... it seems that no one supports the hypothesis that they can learn to do something after seeing other animals do something" (Simion & Petre, 2017).

Conducted a study of observational study which, in conclusion, Watson concurred with Thorndike that learning could only come from direct experience and not from a vicarious experience whose conclusion is learning only through direct interaction with the environment, not by observation. However, the development of observational learning was developed again in 1941 by Miller and Dollard with his social learning and imitative work. Miller and Dollard suggested that learning can be observed through this observation in imitative behaviors reinforced, and this is a particular case of instrumental conditioning until it is generally accepted that observational learning has in common with imitation learning. At the conclusion, some of the views and experiments of experts above can be concluded that:

1. The learning process is a process of behavior change and the attitude of individual learners.
2. The learning process is generally obtained by direct experience rather than through vicarious experience (experience substitute/model).

3. If yes can be through the model/substitute that is learning observational that the imitative / imitating aspects in the learning process.

In subsequent developments, observational learning is a concern that has become an implication in educational psychology and learning theories; it was initiated by Albert Bandura, who re-examined the observational study and revised the previous theory. Observational learning is a concept of social learning theory with his book social learning and imitative which states that observational learning has a picture of familiar with imitative learning that is divided into three categories (Laila, 2016):

1. Same behavior (same behavior); the same behavioral response in the same way, e.g., the individual will stop when the red light is on; people will applaud when after seeing the concert.
2. Copying behavior (imitative behavior); conduct behavior by the behavior of others such as; instructors in drawing art learned, then learners will copy how to draw it.
3. Matched-dependent behavior; an observer is reinforced to repeat the actions of a model, e.g., a sister would imitate her sister when her sister ran to the door when she heard her father come home. The sister ran because her father came home and reinforced with candy, but her sister ran to see her brother running. So her sister's behavior depends on her sister's behavior and is reinforced by candy.

In this view, observational learning is one of learning through the conditioning operant (instrumental conditioning) of the yak with the external reinforcement that will shape the attitudes and behaviors or affective aspects of the learning individual. The question arises, is it true that observational learning only involves an imitative course? Also, only based on changes in behavior and attitude alone?

Bandura undertook an in-depth revision and study of observational learning in the concept of social learning theory that observational study may use imitation or not. For example, when riding a car on the road, you might see the car in front of the pole hit, and based on this observation, you will probably turn away and start cautiously. In this case, you learn from your observations you indeed do not imitate it, what you receive is information that is processed cognitively and acts to your best so that you behave and behave according to your good. So observational learning is more complicated than imitations that only imitate others (Chanana, 2018).

In observational learning, there is a model that becomes a source of observation in the learning that occurs naturally, so there are some essential processes that occur and differentiate it from imitative learning :

1. The Potential Process; attention is one of the processes in observational learning. Attention to a model that provides a stimulus, according to Bandura (1986), says individuals will pay attention to practical, attractive, rewarding, and successful models rather than otherwise. In this case, observational learning that involves attention can affect the cognitive and affective formation process. The question is whether the observation is by the mission of learning in the direction?
2. The Motivational Process; in Bandura's view, reinforcement has two main functions. First, it creates expectations in the observer that if they act like models that are noticed and observed and reinforced by certain activities, then they will be increasingly motivated. Second, it acts as an incentive to translate learning into performance; for example, people act according to their observations, and information from the model will be stored until later when there is a reason to practice something according to their previous observations.
3. The Retinal Process; when the individual he observes, he has stored information from the model in his observation. Explains that there is a retention process. The process of remembering and preserving the information can be imaginatively symbolic of how the style and speech of the model. Furthermore, verbally symbolically accustom here using the language used by the model.

The Process of Behavior; this process is the determination of the extent to which the observational has been studied will be translated into action or performance. Observational learning

outcomes can observe behavior and attitudes (affective). In these four processes, it is apparent that the process of observation learning differs significantly from the views of Miller and Dollard's social learning theories. In Bandura's cognitive, social theory the observational learning involves the cognitive aspects of attention, retention, motivation, and giving birth to new behaviors. This arises because of cognitive considerations in conducting social observations made by students in learning, thus forming behavior that suits their needs (Adams & Carter, 2018).

The rationale for active observational learning is proposed that interaction factors are mutually determinative, and the linkage between P (person) is person/individual, B (behavior) is behavior, and E (environment) is the environment. This position is called reciprocal determinism (reciprocal determinism). This concept revises all the behavioral, psychological assumptions that say there are only one one-sided determinism and two-sided determinism between the environment, the individual, and his behavior. While the triadic reciprocal in stacking by Bandura more interactive and deterministic.

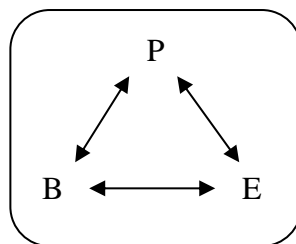


Fig 1. Triadic Reciprocal Determinism In Social Interaction

Triadic reciprocity (Kim & Yun, 2015) explains that these three factors interact and interconnect in simultaneous interactions. These three factors P, E, B have the same intensity of the causal effect, the extent to which one factor becomes a model for another factor to change behavior and the individual environment in an environment by one individual, and vice versa. Here is a picture of a formulation.

This view explains that man (P: Person) is not only influenced by the environment. (E: Environment) Which then the influence is seen from his behavior (B: Behavior). However, man (P) also becomes an actor in his environment by changing the environment (E) and behavior (B) individuals in the environment. This illustrates the existence of human cognitive function to be not only a reactor but also an actor from the environment. The process of reciprocal determinism will always continue depending on the person (P) in the environment as far as being a good model for other people in the environment. So there is an observational study there, and there will be a process of behavior change and attitude (affective). Affective attitude changes caused by cognitive considerations in observational learning will be regenerative for the future because the retention process will give birth vicarious experience (Seidman, 2018).

Vicarious experience (experience observing the model) is an experience generated by the cognitive process in learning observation that is in the retention process. Individuals with experience will observe and consider that the model has similarities in the characters and trends in learning, the presence of cognitive and affective interest, the experience is retained and will be the motivation to create new behaviors in learning.

Vicarious Experience as Live Modelling Process To Extended a Self Efficacy Academic

Vicarious experience is gained through a social model, the effect of action by others who are modeled. Self-efficacy will increase when observing the success of others. Otherwise, self-efficacy will decrease if observing people whose abilities are roughly the same as he fails.

If the observed figure is different from the observer's self, the influence of the various is not significant in shaping self-efficacy. Conversely, when observing the failure of a figure which is equivalent to himself, it could be people who do not want to do what has never failed to do figure that he observed in the long term.

This vicarious experience has a low efficacy outcome from the performance experience. However, when a person lacks understanding of his or her ability or has limited experience, he will become more sensitive to more to carry out the experience of a vicarious observer of a model considered more of him, and he seeks to establish himself by learning from the model.

As a result of Schunk's research a prominent self-efficacy theorist and researcher, has demonstrated, the effects of models are particularly relevant in this context. A significant model in one's life can help instill self-beliefs that will influence the course and direction that life will take. Students are likely to develop the belief that 'I can do that' when a highly regarded teacher models excellence in an academic endeavor or activity (Schunk & Pajares, 2010).

These effects of interaction, therefore, make it difficult to assess the relative strengths of different models. For example:

1. Model failure will produce a more negative effect on the self-efficacy of the observer when the observer decides that he has the same ability as the model.
2. If, in other situations, the observer decides he is capable of more than the model he observes, and failure can not negatively affect the self-efficacy of the observer.

Many studies of vicarious experience are closely related to modeling. Furthermore, various as a source of self-efficacy is a matter of individual cognitive contribution in cognitive self-efficacy processes. Self-efficacy as an active process, that self-efficacy regulates the role of man through four processes comprising cognitive, motivation, affective, and selection process. Cognitive processes; humans are driven by thought to achieve worthy goals. One's personal goals are influenced by self-assessment of its capabilities. The stronger the feeling of self-efficacy, the higher the challenge in achieving the goal by the person and the stronger the commitment of the goal to them (Cerino, 2014) Motivation Process; Self-efficacy belief has a role in the self-regulation of motivation. Many humans motivate themselves based on cognitive abilities. People motivate themselves and direct actions based on the exercises that are in their minds; they form what belief they can do. There are three forms of motivation in the self-efficacy of causal attributes, expectations of apparent outcomes, and goals.

Affective process; all believers will be coping capabilities that will tend to overcome how much stress, depression, and fear they experience in facing difficult situations. Self-efficacy in stress-control exercises has a central role in overcoming anxiety arousal (Capulcuoglu & Gunduz, 2013). So with the high self-efficacy belief possessed by the individual, the tendency of the emergence of fear, stress, and depression in the face of difficult situations will be in the face of such individuals with coping strategies.

The Selection process people are the product part of the environment. Therefore, self-efficacy beliefs can shape the way people live by the influence of the type of activity and environment they choose. In this process, destiny is shaped by choice of an environment, too, instill a particular lifestyle and potential. People avoid activities and environments they know to trust beyond coping with their capabilities. However, they are ready to take on challenging activities and choose an environment that suits their ability to manage all difficulties. With the choices they make, people inculcate the different competencies, advantages, and social networks that determine the way of life. Many factors that influence behavior make choices that can be highly inclined towards personal development.

The selection of individuals in learning the vicarious observer model is a very efficient form of learning from how to acquire new skills and knowledge (Bandura, 1986 in Salisu, 2014). Therefore, if humans learn through the level of direct experience or effort trial and error, then the progress of human development will be plodding from childhood to adulthood (Salisu, 2014: 54) because not all humans have the same opportunity, environment, and experience. Modeling plays a crucial role in acquiring the development of cognitive skills and human cognitive meta, such as motor skills, interpersonal skills, and professional skills (Salisu, 2014: 54).

Individuals who perform the observational learning process to observe the model of life, then indirectly shape the goal of behavior in the future by looking at the model that has a purpose (Muller, 2017: 3, Archer, 2007). In this view, individuals who observe and consider their conditions and abilities indirectly have shaped their learning goals. This is because the observable behavior for

stable learning is the behavior of the individual models shown overt activities, and the model also becomes real to understand what is being studied by the observer (Olenev, 2017).

Linkage a Live Modelling Technique To Shaping Self Efficacy Academic In Guidance and Counseling Service

Research conducted by Salah (2014: 72) states that many methods to measure and reveal techniques to reduce child fear in the treatment process. Such as a tell-show-do technique consisting of explanations and demonstrations of operation with medical devices, and modeling techniques in which the process gains comprehension of behavior through both operative and operative model observations. The study conducted suggests that the two live modeling models recorded and displayed on children and students result in less fear of health treatments.

Live modeling techniques have been used in health science research, to reduce the anxiety and fear both by individuals who are in the process of medical study and by prospective patients. In this stage, the thought arises if fear can be reduced through live modeling techniques, then it certainly can increase self-confidence (self-efficacy) in academic learning for students who are learning.

Based on the discussion in the previous section, it is clear that modeling is part of the individual vicarious experience in the social learning process that puts forward the cognitive aspects of social interaction. Furthermore, modeling part of the experience of the as a result of observational learning, which is the source of self-efficacy.

If linked in counseling and counseling, live modeling techniques can be practiced in a collective or group counseling form. In guidance and counseling, there are several services, one of which is group guidance services. The group guidance service is a service to understand group dynamics to help one or two clients in the context of helping clients through social interaction and learning observation.

In the group guidance of group leader is a school counselor as well as participants consisting of individuals who are members of groups and individuals who will be assisted in the process of group guidance. Group understanding is needed in carrying out group guidance; the underlying assumption in group guidance is that humans can be helped through the influence of other individuals in the group. Therefore group members must experience emotional attachment within the group.

The purpose is made so that the group dynamics are formed by the purpose of the group guidance services. One of the stages of group guidance is formation. This stage is the stage to unify the vision and mission, emotional, and social interest in the group. Live models are included in the group as individuals who will be models to be subjected to observational learning by other group members who need help, in this case, is from the academic self-efficacy.

Conclusion

In the presentation of this informative synthesis article on live modeling, that can be used as one way to help the character formation of students in learning. To become characters that have self-efficacy by the talent and interest by the selection and cognitive considerations. It can be concluded that the live modeling of previous research and literature studies can be used as a technique in guidance and counseling with group counseling. Arrangements to improve students' academic self-efficacy, of course, to meet the individual characteristic requirements of live modeling to help to observe group members the model.

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