



Implementation of Albert Bandura's Social Learning Theory in Student Character Development

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Abstract: This research aims to describe and analyze teacher personality in shaping student character at school. This research uses a qualitative approach with a case study type in an elementary school. Data collection techniques were carried out using observation, interviews, and documentation. Data analysis techniques are carried out by condensing, presenting, and drawing conclusions. The research results show that teachers have personality competencies and pedagogical competencies that encourage better learning. Teachers have attempted character development by integrating noble character values during school. This effort goes through four stages: attentional, retention, motor reproduction, and motivational. Suppose teachers can be good role models while at school, students will gradually be able to pay attention and become motivated by their actions. This will present student impulses that work below the level of consciousness to demonstrate the virtues modeled by the teacher. This is as explained in social learning theory by Albert Bandura.

Keyword: Education, Character, Social Learning Theory.

INTRODUCTION

Character education is a crucial topic that has consistently received attention from the past until now. Character education is part of an individual's awareness that impacts himself and his environment. In essence, character education emphasizes strengthening virtues, values, and capacities in order to create a complete social life (Edling et al., 2022; Muhtar et al., 2019).

Character formation is an essential component of education in Indonesia. Generally, character values in Indonesian textbooks carry religious values, nationalism, independence, cooperation, and integrity. The character values in the motto *Bhinneka Tunggal Ika* are religious, global diversity, cooperation, bravery and willingness to sacrifice, compassion, and intelligence (Fitriyah et al., 2022; Santoso et al., 2020).

Character education in Indonesia is contained in the curriculum structure and is under the auspices of the Ministry of Education and Culture. The value of character education in

Indonesia has been included in the lesson plan and all subjects to form students attitudes and character. However, the reality of learning is only presented with teaching materials without paying attention to the values contained therein (Mahanani et al., 2022; Maulana et al., 2022).

Teachers have an essential role in supporting student development. In schools, teachers are essential gatekeepers in preventing deviations that occur in students. Teacher involvement in preventing deviations is through the manifestation of attitudes and example (Bowyer et al., 2023; Stickl Haugen et al., 2022).

Teacher competence is viewed from pedagogical competence, personality, learning strategies, and the implementation of character education in schools. Pedagogical competence can be developed with continuous training and work experience. This pedagogical competency also has an impact on changes in the level of learning. Personality competency is formed by teacher example in the context of behavior that is considered reasonable by society (Hasbiyallah et al., 2023; Mulyadi et al., 2023).

However, education in Indonesia has problems that hinder the achievement of educational goals. Whatever problem occurs, namely the low welfare of teachers, teachers have less desire to teach. Low teacher well-being results in stress when working, which leads to emotional exhaustion when teaching (Dewi & Iqbal, 2023; Padmanabhanunni et al., 2023; Phetsombat & Na-Nan, 2023). Teacher emotional exhaustion is a challenge for teachers in learning. Apart from that, the low level of support from school institutions and the community further worsens teachers' psychological conditions. Teachers with low knowledge tend to lack self-confidence. A teacher's low self-confidence can affect students' mental health (Bowyer et al., 2023; Liu et al., 2023).

Marina and Senthilrajan explained that the lack of school facilities exacerbated the lack of psychological support from teachers for students. Old buildings and incomplete facilities and infrastructure discourage students from going to school (Marina & Senthilrajan, 2023). This is in contrast to the reality on the ground, with the discovery of an elementary school with limited facilities, but the students are enthusiastic about attending school. Observation results show that the limitations of these facilities include old buildings, lack of school facilities, small number of teachers, and lack of facilities and infrastructure to support learning (Obs: O/25-5-23/DSR).

Based on observations, it is known that fifth-grade elementary school students have the highest enthusiasm for going to school. Then, an interview was conducted with one of the student's parents, who explained: "*My child is enthusiastic about going to school because the teacher is good, likes telling stories, and is creative.*" Field realities encourage researchers' interest in using Albert Bandura's *Social Learning Theory as a grand theory* in research (Int: I/23-5-23/JW).

Social Learning Theory suggests that most human learning is learned by observation through modeling. Observation through modeling is done by observing other people and will form an idea of how the behavior is carried out. Learning through modeling encourages a person to know what to do, at least forming in his mind what will be a consideration for him. With this, observation through modeling prevents a person from making mistakes regarding specific unnecessary behavior (Bandura, 1976).

Observation of learning through modeling has four important processes: attention, retention, motor reproduction, and motivation. In the attention process, people can only learn much through observation if they notice and accurately understand the essential features of the modeled behavior. The retention process concerns the retention of activities modeled at one time or another. Motor reproduction emphasizes the function of analyzing ideomotor performance mechanisms. Motivation as an evaluative reaction that people produce towards their behavior is also regulated by responses that are studied through observation (Bandura, 1976).

Morgan and Doku's research emphasizes the effectiveness of managing the social learning environment to improve students' abilities in school (Morgan & Doku, 2023). Next, Schiavon evaluates schools as social spaces in student learning development. Then, Guerrero and Emeterio explained that apart from social conditions, individual abilities strengthen the achievement of educational goals and change students' lifestyles (Guerrero & Emeterio, 2020; Schiavon et al., 2020). Meanwhile, this research focuses on developing student character at school, focusing on individual and social development. The research uses Albert Bandura's *Social Learning Theory* as a guide in analyzing learning activities.

State Elementary School 0714 was chosen as the research location because the fifth-grade teacher has good teaching abilities even though he faces poor school facilities. Apart from that, this location has yet to be used as a research site. So, this research was conducted to examine the personality of fifth-grade teachers as role models for students. Apart from that, to find out how to develop students' character in elementary schools. Thus, this research has fulfilled the element of novelty. Hopefully, this research can contribute to developing insight into character education, which is still a crucial topic, especially for teachers in formal institutions.

METHOD

This research uses a qualitative approach with a case study type. A case study conducted at Elementary School 0714 examined the character education development carried out by teachers for students. At the same time, at school. Qualitative research is used to uncover complex problems in social situations that cannot be solved quantitatively. The presence of researchers in qualitative research as *human instruments* that determine, collect, process, interpret, and draw conclusions according to objects in the field (Danis et al., 2022; Du & Chang, 2023; Moleong, 2017).

Data collection techniques were carried out using observation, interviews, and documentation (Creswell, 2014). Observations were made before, during, and after learning with media. Interviews were conducted with the principal, two teachers, four students, and three guardians. The documentation used is a schedule of learning activities in class.

According to Miles and Huberman, the data analysis techniques used are condensation, data presentation, and drawing conclusions. Data condensation is carried out by selecting, focusing, simplifying, abstracting, and transforming data in the field (Hasbiyallah et al., 2023; John & Timothy, 2021). Data presentation is carried out by describing data from the field to describe the research results. Conclusions are carried out to present data that is adjusted to the problem formulation that has been prepared in the research.

RESULT AND DISCUSSION

Students' guardians assess that teacher behavior at school greatly influences student behavior in the family environment. The following is an explanation from student guardians regarding the behavior of students who listen more to teacher teaching than their parents:

"When I teach my child to read the Qur'an and confirm his reading, but my child does not want to follow. For the reason that my teacher did not teach like that. Even though what I teach is also true" (Int: W/23-5-23/MA).

It must be accepted that many students consider the teaching given by the teacher to be correct. Also, consider what parents teach as wrong because it does not follow the teacher's teachings. This suggests that teachers have great opportunities for the educational process for students. To be a role model, a teacher must have a good personality, at least so that students can behave the same as the teacher.

Based on the views of several students' parents, it is known that the fifth-grade teacher has a good personality. The following is the parent's explanation regarding the personality of the fifth-grade teacher:

“I like my child's homeroom teacher; the teacher is friendly, patient, and kind. My child is excited to go to school” (Int: W/23-5-23/JW).

Every good teacher will provide the best teaching for his students. This effort can be made by establishing competence from aspects of the teacher's personality. Based on observations, it is known that the fifth-grade teacher has a good personality compared to other teachers in the school. His calm, mature, dignified, and noble character reflects (Obs: O/25-5-23/DSR). This personality competency will make the teacher a good student role model.

The principal's presentation supports the results of observations regarding the competence of good fifth-grade teachers. The following is the principal's assessment regarding the competency of fifth-grade teachers:

“Our school still has many shortcomings in terms of facilities and infrastructure. However, the happy thing is the presence of teachers who are enthusiastic about teaching. Moreover, the fifth-grade teacher is patient, creative, and good at making slogans to encourage students” (Int: W/20-5-23/P).

The observation results show that fifth-grade teachers have pedagogical competencies that can make learning more enjoyable. The fifth-grade teacher is very innovative; this is indicated by the chants used during learning. The fifth-grade teacher's innovation with this chant will raise the enthusiasm of fasting elementary school students. This triggers students' enthusiasm for learning. The following is one of the chants used during the express Islamic boarding school:

“Fasting (prok-prok-prok) do not eat, don't drink, don't break (prok-prok-prok) watch your heart, watch your mouth watch your eyes (prok-prok-prok) read the Qur'an while waiting to open, tarawih wake up for sahur don't forget fasting (prok-prok-prok)” (Obs: O/25-5-23/DSR).

The solidarity of elementary school students can be seen from singing these chants together. The chants' existence is used as an innovation to energize students when learning. This leads to the teacher's ability to build a pleasant atmosphere during the express Islamic boarding school program.

Fifth grade is one of the classes with enthusiasm for learning above the average of other classes in elementary school. They carry out all class activities enthusiastically, even though they are fasting. This shows that the fifth grade has a stable spirit when learning occurs.

The enthusiasm that formed in fifth grade was not a coincidence. This is, of course, influenced by extrinsic and intrinsic factors. Observation results show that the class teacher's presence influences fifth-grade students' learning motivation. Classroom teachers are extrinsic factors that influence students' intrinsic motivation in the learning process (Obs: O/25-5-23/DSR).

However, there are several students whose level of compliance still needs to be higher than that of other fifth-grade students. This is as explained by the fifth-grade teacher regarding student compliance:

“The fifth-grade students are quite good; I direct the children every day. This can be seen from their obedience when I give instructions. However, there are still students who are more active than others. So they tend to be less obedient, but thank God they can still be directed. Sometimes, I also ask other teachers for help” (Int: W/25-5-23/DA).

The character of one student and another student tends to be different. However, these differences encourage a teacher to develop his or her potential. This development can be carried out to increase competence in learning and teacher personality competence. This can be overcome gradually with teacher consistency in providing direction and coaching to students.

Specifically, the learning process carried out by the fifth-grade teacher attracted the attention of researchers. Fifth-grade teachers try to balance cognitive, affective, and psychomotor learning. Teachers try to organize learning that is expected to develop students'

cognitive abilities and encourage changes in behavior. This is as explained by the fifth-grade teacher regarding character development:

“As a teacher, I always hope that students are smart in their studies and can apply their knowledge outside of school. Not all lessons can be directly applied outside of school, so I repeatedly tell students to be good children” (Int: W/25-5-23/DA).

The interview results show that the cognitive domain needs to be improved for students at school and in society. A teacher must strive to transform knowledge to students, which leads to the formation of cognitive, affective, and psychomotor domains. These three authentic domains can provide provisions for students to become superior human beings.

Teachers' efforts to develop cognitive, affective, and psychomotor domains must be integrated into all subjects. If this integrative model is implemented optimally, it will encourage the development of character strengths and their application in society and students' futures.

The character-building carried out by the teacher can be seen in every example he sets. Observation shows that the teacher has a loving, calm, mature, authoritative, and patient nature. This has been imitated little by little by students (Obs: O/26-5-23/DSR).

A teacher must be able to adapt teaching materials for students according to their age and level of education. Teachers in elementary schools must have compassion but remain firm. This is done so that students continue to respect the teacher and love the teacher. The love given by the teacher has been imitated by the fifth-grade students little by little. This was explained by a fifth-grade teacher regarding the nature of students who began to imitate their teachers in the aspect of caring for their peers:

“I am happy when I see students starting to love their friends. I always try to direct and motivate students. I often bring my laptop to school and then provide motivational videos from YouTube about having a good personality and being helpful. I think this was successful because when a friend was sick, the students took him to the medical room” (Int: W/25-5-23/DA).

Based on the explanation above, it is known that teachers are role models for students who can be looked up to and imitated. Teachers motivate students by encouraging concern for their peers, for example, caring about taking a sick friend to the medical room without waiting for orders from the teacher. Motivating students can have a positive impact on the formation of student character. This motivation can be given gradually over time to form a superior personality.

Discussion

The findings of this research indicate that the fifth-grade teacher has become a role model for students who can be used and imitated. Modeling that focuses on examples is an essential aspect of learning. It can be done more quickly by modeling the process of acquiring good behavior. This is as explained by Albert Bandura in *Social Learning Theory* (Bandura, 1976; de la Fuente et al., 2023).

According to Bandura, learning would be very tiring if you only relied on the impact of your actions. This is because they must know in depth what they must do. Fortunately, most human behavior is learned by observation through modeling. Learning through modeling encourages a person to know what to do, at least forming in his mind what will be a consideration for him. With this, observation through modeling prevents a person from making mistakes regarding specific unnecessary behavior (Bandura, 1976).

Observations through modeling can be carried out in family, school, and community environments. However, here, we will specifically analyze learning by observation in the school environment. Wagner confirms that habits and teachings at school contribute to strength both at school and outside school. This focuses on the importance of commendable behavior at school, which will encourage the formation of good habits outside of school (Mustoip, 2018; Saputra, 2022; Wagner & Ruch, 2023).

Apart from that, public trust and support for teachers and school institutions will encourage the formation of a sound and complete education system. According to Durst, trust from the community and students towards teachers can provide positive support between education and life satisfaction in society (Durst, 2021). With this, teachers should see that education is part of social activity, not just learning to transform knowledge in the classroom (Tembo, 2021). This shows that teachers must have insight and flexibility in positioning themselves as mediators between students and guardians.

According to Bandura, learning through observation is determined by clear modeling patterns (Bandura, 1976). Based on the research results, it is known that teachers have excellent and clear personality patterns. The student's parents assessed the fifth-grade teacher as friendly, patient, and kind (Int: W/23-5-23/JW). This is confirmed by the results of observations, which show the calm, mature, authoritative, and enthusiastic attitude of fifth-grade teachers (Obs: O/25-5-23/DSR).

Based on the results of observations, it can be understood that teachers who have personality competencies will make teachers good role models for students. To become a competent teacher requires insight and increased teacher competence. This aligns with Hasbiyallah's view that teacher competence is essential in learning (Hasbiyallah et al., 2023; Kholdun et al., 2023). This is viewed from the perspectives of pedagogical competence, personality, learning strategies, and the implementation of character education in schools.

Pedagogical competence can be developed with continuous training and work experience. This pedagogical competency also has an impact on changes in the level of learning. Personal competence is formed by a teacher's example in the context of behavior considered reasonable by society (Sofwan et al., 2023). So, teachers must have pedagogical abilities in learning (Setyawan, 2017). Creative and innovative teachers are teachers whose presence is highly expected to shape a better school culture (Du & Chang, 2023).

In an interview with the school principal, he stated: "The fifth-grade teacher, she is patient, creative, good at making chants to encourage students. This shows that fifth-grade teachers can be said to have pedagogical competence, personality, learning strategies, and the implementation of character education in schools (Int: W/20-5-23/P).

The following is one of the chants used during the lesson: "*Fasting (prok-prok-prok) do not eat, do not drink,...and so on*". Choosing the right action is very important for reflection in learning so that it will give rise to learning satisfaction for students (Obs: O/25-5-23/DSR).

This aligns with Dhillon and Kaur's view that selecting appropriate learning actions will increase student participation (Dhillon & Kaur, 2023). This presentation aligns with the selection of chants as part of *an icebreaker*, which can increase students' interest in learning and enthusiasm in class. As explained by Juan, the teacher's motivation can increase students' intrinsic motivation (He et al., 2023). Intrinsic motivation will maintain discipline and interest in learning and encourage satisfaction in learning (Bracho-Amador et al., 2023).

The following is an analysis of the application of Albert Bandura's *Social Learning* in developing student character by fifth-grade teachers at elementary school 0714:

1. Attentional processes

Students can only learn through observation if they accurately understand the essential characteristics of the modeled behavior (Bandura, 1976). The fifth-grade teacher has shown a clear personality pattern in this condition. Based on the research results, it is known that teachers have excellent and clear personality patterns. The student's parents assessed the fifth-grade teacher as friendly, patient, and kind. This is confirmed by the results of observations, which show the calm, mature, authoritative, and enthusiastic attitude of fifth-grade teachers (Int:W/23-5-23/JW).

Fifth-grade elementary school teachers emphasize noble morals and enthusiasm in learning to shape students' good character. This effort is carried out by providing advice, direct

examples from teachers, and even examples from YouTube (Int:W/23-5-23/JW). In fact, using YouTube as a learning medium is very effective and exciting, especially for students in elementary schools. According to Bandura, this is very effective and efficient because this learning does not require unique initiative to do it (Bandura, 1976).

A good teacher's personality will encourage the attention process in observational learning through modeling (Hermawan et al., 2018). The capacity of students to observe and process information from the teacher greatly determines the results of the attention process. This relates to how much they will benefit from the observed experience.

2. Retention processes

Students can only be influenced by observing teacher behavior if they remember what was exemplified during school. So, in observational learning, it is essential to retain activities that have been modeled over time. Retention is so students can remember the model's behavior when they are no longer present to provide direction.

Even though it is less than optimal, the fifth-grade teacher has attempted the retention process in developing students' character. This was explained in the interview, namely: "I repeatedly tell students to be good children" (Int: W/25-5-3/DA). Teachers do this to encourage changes in student behavior for the better. The retention process in character development is carried out verbally and visually. In the verbal realm, this is done by giving advice (Amilia et al., 2022). Meanwhile, visually, with examples of good character development from YouTube as explained in the interview.

3. Motor reproduction processes

The motor reproduction process is feedback from information obtained after observation during learning. The observational learning process will only be perfect with action trials. It should be noted that this process has obstacles if there is a need for more understanding to apply it in other actions. So, this process places more emphasis on the cognitive level that will be applied to students' actions and skills (Bandura, 1976; Lubis, 2022).

The motor reproduction process of character building by helping each other has been implemented in this elementary school. As stated in the interview, I think this was successful because when a friend was sick, the students took him to the medical room" (Int: W/25-5-3/DA). This is one of the characteristics of students' initiative and direct action regarding the conditions that occur.

4. Motivational processes

Motivation in the observational learning process greatly influences the production of good behavior. With this, teachers should observe and respond to motor reproduction if it is good or bad. Providing motivation is very important so that children can understand the value of the behavior they carry out. The response to this *reward* will encourage students in the form of appreciation for their excellent behavior. Meanwhile, this *punishment* will be a guide so that they do not experience failure again (Zawati et al., 2020). Based on observations from research, the motivation process teachers provide in observational learning is minimal. So, students need to understand how other people respond to the actions they take.

Providing motivation to students can positively impact the formation of student character. Menescardi explains that motivation plays a role in students' motor development. This motivation can be given gradually over time to form a superior personality (Menescardi et al., 2023).

In character development, teachers must develop cognitive, affective, and psychomotor domains integrated into all subjects (Fitrianto, 2020). If this is done optimally, it will encourage the development of character strengths and their application in society and the student's future. This is in line with Harrison's explanation that integrating moral theory into learning will, little by little, overcome the increasingly urgent problem of rapid technological development (Harrison, 2022).

Thus, schools are configured as social spaces contributing to students' cognitive and emotional development (Schiavon et al., 2020). Balanced time management will contribute to achieving a personal identity of being disciplined and responsible. This is encouraged and strengthened by education at school and encouragement from family and good community culture (Guerrero & Emeterio, 2020).

This research indicates that teachers have become models for students who can be used and imitated. This is per Albert Bandura's *Social Learning Theory*, which states that students learn from experiences that involve cognitive abilities (Cappellen et al., 2023). In Bandura's theory, it is stated that the observational learning process (modeling) consists of four processes: attention, retention, production, and motivation. In this way, teachers serve as models and role models for students who will contribute to the formation of good experiences and knowledge for students (Elhai, 2023).

Thus, the efforts made by teachers to facilitate the development of students' character to survive the changing times must be supported from many aspects. These aspects are the teacher's ability as a model, the student's ability to pay attention, the student's ability to retain, the student's ability to choose action, and the student's ability to demonstrate the teacher's example. It does not stop here; support from the school and community is integral to ensuring that teachers have emotional stability in teaching. This is a positive value for the teacher's health and mental stability, influencing students.

CONCLUSION

Teachers are essential in learning and developing students' character while at school. The fifth-grade teacher has become a role model or role model for students to look up to and emulate. Character development has been attempted by teachers by integrating character values into subjects. Teachers have personality competencies and pedagogical competencies that encourage better learning. Teachers have attempted character development by integrating noble character values during school. This effort goes through four stages: attentional, retention, motor reproduction, and motivational.

Suppose teachers can be good role models while at school, students will gradually be able to pay attention and become motivated by their actions. This will present students' impulses that work below the level of consciousness to demonstrate the virtues taught by the teacher. This is as explained in *Social Learning Theory* Albert Bandura. Suggestions for further research include training and seminars to increase teacher competency, especially in remote and advanced schools.

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