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Application of Albert Bandura's Social-Cognitive Theories in Teaching and Learning

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ABSTRACT

This article aims to describe and analiyze about Bandura's theory, commonly known as social-cognitive learning theories. This Theories was developed to explain how a person experiences learning in the surrounding environment. Bandura argues that environmental behavior and internal events in learning that affect perception and action are mutually influential relationships. Learning is a triangular interaction that is mutually influential and binding between the environment, personal factors and behavior which includes cognitive processes of learning. The learning components consist of behavior, the consequences of the model and the learner's cognitive processes. Social cognitive theory has two main implications for education. First, modeling is the main source of information for students. This theory identifies situations in which children obtain information from models in the mass media as well as from family and other models. The second is the importance of a sense of efficacy/personal efficacy and self-regulation ability to be a successful learner. Learning outcomes are in the form of visual and verbal codes that may or may not be retrieved. In planning complex skill learning, in addition to learning the components of the skill itself, it is necessary to develop a sense of efficacy and learner self - regulation . In the learning process, learners should be given sufficient opportunity for mental training before physical exercise, and reinforcement and avoid unnecessary punishment. In learning process according to theory social Albert bandura, a teacher must could presenting good models. Its must could have influence which strong to learners so that could give attention for them. Model here no must from teacher, however depends what which will taught. Theory social study suitable for teaching psychomotor and affective domain, because learners direct could notice, remember and copy from model which presented.

Keywords: Albert Bandura, Social-Cognitif Theories, Teaching and Learning

A. INTRODUCTION

Based on the study of psychology and education, learning is generally defined as a process that brings together all aspects of cognitive, emotional, and environmental influences and experiences to acquire, improve, or make changes in knowledge, skills, values, and world views. Learning as a process focuses on what happens when learning takes place. The explanation of what happened is the findings of scientists classified in learning theories. Learning theory is an attempt to describe how humans learn, thereby helping us understand the inherently complex process of learning (Schunk 2012).

Learning is a process of changing one's behavior towards a certain situation caused by repeated experiences in that situation, where the change in behavior cannot be explained only on the basis of a tendency to innate responses, coercion, or temporary conditions stating that learning is one of the relatively fixed behavior as a result of experience. The explanation above, it can be seen that learning is a conscious effort made by humans through experience and practice to acquire new abilities and is a relatively permanent change in behavior, as a result of training. Learning is a cognitive process. In this sense, it does not mean that all changes mean learning, but can be included in the sense of learning, namely, changes that contain a conscious effort to achieve certain goals.

Several important elements that characterize the notion of learning, namely: (1) learning is a change in behavior, where the change can lead to good behavior, but there is also the possibility of leading to behavior the bad one. the change does not have to appear immediately after the learning process but can appear in future opportunities, (2) learning is a change that occurs through practice and experience, (3) to be called learning, then the change is basically the acquisition of new skills, that apply in a relatively long time, and (4) behavior that changes due to learning involves various aspects of personality, both physical and physical.

Any theory, in principle, argues that learning includes all changes in thinking, knowledge, information, habits, attitudes of appreciation and understanding. This means that learning activities are indicated by changes in behavior as a result of experience. Changes due to the learning process are due to the efforts of individuals and these changes last a long time. Learning is an active activity, because learning activities are carried out intentionally, consciously and purposefully. In order for learning activities to achieve optimal results, supporting factors such as good student conditions, facilities and a supportive environment and appropriate teaching and learning processes are sought.

Social cognitive learning theory (social-cognitive theories) or also called *observational learning* theory is a relatively new learning theory compared to other learning theories. This

theory was developed by Albert Bandura, a Canadian psychologist. He is a psychologist who is famous for his theory of social learning or social cognitive and self-efficacy. His most famous experiment was the Bobo Doll experiment which showed children exactly imitate the aggressive behavior of the adults around them.

Contrast to the adherents of Behaviorism, 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 social learning pattern. For example, a person who lives and grew up in a gambling environment, then he tends to like gambling, or his surroundings think that gambling is not bad.

The basic principle of learning according to this theory is that what individuals learn, especially in social and moral learning occurs through *imitation* and presenting examples of behavior (*modelling*). This theory also still views the importance of *conditioning.* Through the provision of *rewards* and *punishments*, an individual will think and decide which social behavior needs to be done. This discussion will be described in more detail in the next section.

B. METHOD RESEARCH

This study discusses social-cognitive in Albert Bandura's perspective and its implications for learning. The approach used in this study is a qualitative approach and the type of research is library research. In data collection, this study uses data collection techniques with document studies, so that data in the form of books, proceedings, and journal articles. The data used in the study are the results of research conducted by previous researchers, then researchers analyze the results of the study. The procedure in the research is 1) collecting literature data, 2) sorting literature data, 3) analyzing data, and 4) drawing conclusions. This research uses interactive data analysis techniques, which means a data analysis technique that has four main components, namely data collection, data condensation, data presentation, and conclusion or verification. The four components are a unity that is not separated in analyzing a data and also complements each other, so as to produce a conclusion (B. Miles, Huberman, and Saldana 2014).

C. RESULTS AND DISCUSSION

1. Profile of Albert Bandura

Albert Bandura (December 4, 1925 – July 26, 2021) was born in Mundare Northern Alberta Canada. His childhood and youth were spent in a small village and also received an education there . In 1949 he was educated at the University of British Columbia, majoring in Psychology. He obtained a Master's degree in psychology in 1951 and a year later he also received a doctorate (Ph.D). Bandura completed his doctoral program in clinical psychology, after which he worked at Stanford University. Bandura is heavily involved in the learning theory approach to researching human behavior and is interested in the value of experimentation. In 1964 Albert Bandura was appointed professor and subsequently received the American Psychological Association Award for Distinguished Scientific Contribution in 1980.

In the following year, Bandura met with Robert Sears and learned about the influence of the family on social behavior and the identification process. Since then Bandura has started researching the aggression of social learning and took Richard Walters, his first student to get a doctorate as his assistant. Bandura argues, although the principle of learning is sufficient to explain and predict behavior change, it must pay attention to two important phenomena that are ignored or rejected by the behaviorism paradigm. Albert Bandura is very well known for his theory of social learning, one of the concepts in the flow of behaviorism that emphasizes the cognitive components of thinking, understanding, and evaluation. He has written more than 300 papers that have been published with the main theme of *social-cognitive* . Both in the form of text books, editorials, and journal articles.

Bandura received his B.A. degree in psychology in 1949, excelling in the subject and winning the Bolocan Award in the process. Following his undergraduate degree, he moved to the United States for his graduate studies at the University of Iowa, where, he received his M.A. degree in 1951 and his Ph.D. in clinical psychology in 1952. Following a postdoctoral internship at the Wichita Guidance Center, he began his teaching career in the Department of Psychology at Stanford University in 1953 (Bandura 2014; Zimmerman & Schunk, 2003) where he remains to this day in his current position as the David Starr Jordan Professor Emeritus of Social Science in Psychology. Albert Bandura is one of the most well-known and widely cited scholars in both psychology and education (Zimmerman and Schunk 2003).

2. Basic Assumptions of Social-Cognitive Learning Theory

The main mechanism in Bandura's socio-cognitive theory is that individuals learn cognitive and affective behavior from observing the behavior of others and the social consequences of those actions. The acquisition of skilled performance or achievement, however, depends also on the learner's belief that he or she can perform various abilities, which is referred to as self-efficacy. The acquisition of complex behavior, however, relies on the development of the learner's self-regulatory system (Hamzah and Suratman 2023; Rizqina and Suratman 2020).

Albert Bandura's socio-cognitive theory attempts to explain learning in a naturalistic setting. In contrast to the laboratory setting, the social environment provides many opportunities for individuals to acquire complex skills and abilities through observing behavioral models and behavioral consequences. Assumptions of socio-cognitive theory address the nature of the learning process and learning outcomes. Nature of the Learning Process The definition of observational learning in socio-cognitive theory is based on the weaknesses identified in previous views of imitative learning.

In general, behaviorists treat imitative learning as a relationship between a particular type of stimulus and response. The learner imitates or imitates the behavior of the model, is reinforced for a response that fits the model, and then repeats the behavior. One problem with this description is that it does not take into account the acquisition of new responses. In natural situations, the observer does more than imitate the observed behavior. They often imitate various behaviors and abstract a set of behaviors from the actions of several models. For example, a child's exposure to multiple models exhibiting a variety of aggressive behavior leads to new responses by children that are new combinations of observed elements (Bandura 1963b).

Another perspective maintains that certain relationships between children and adults are responsible for the patterns of thinking and actions of adults. The proposed mechanism to explain imitating behavior is child identification with parental gender, parenting, fear, etc. However, this mechanism is not sufficient to explain much of the imitative behavior of children (Bandura 1969). For example, learning sexrole behavior is influenced by various events. This includes pink or blue care from the nursery, parents' choice of certain clothes and toys, and parental reinforcement for gender-appropriate activities.

The conclusion is that the basic assumptions of Bandura's Social Cognitive Learning Theory (Gredler 1992) :

1. Students can actually (a) abstract information from observations of others, and (b) make decisions about the behavior to be implemented .

2. There is a three-way interlocking relationship between behavior (B), environment (E), and internal, personal (P) events that explain the occurrence of the learning process.
3. Learning is the acquisition of symbolic representations in the form of verbal or visual codes.

Both children and adults learn a lot from this observation and imitation. Children begin to learn language, social skills, habits, fears, and many other behaviors by observing their parents or older children. Many people learn academic, athletic, and musical skills by observing and then imitating their teachers. According to Albert Bandura, a pioneer in the study of observational learning, this type of learning plays an important role in the development of a child's personality. Bandura found evidence that learning traits such as agreeableness, self-control, aggressiveness, and impatience partly come from imitating parents, other family members, and friends.

3. Learning Components of Social- Cognitive Theory

In naturalistic situations, individuals learn new behaviors through observing models and through the effects of their own actions. The learning components are (a) behavioral models, (b) consequences of model behavior, (c) students' internal processes, and (d) students' self-efficacy (Gredler 1992).

Social learning theory or also called *observational learning* theory is a relatively new learning theory compared to other learning theories. In contrast to other adherents of Behaviorism, Bandura views individual behavior as not merely an automatic reflex to the stimulus (SR Bond), but also as a result of reactions that arise as a result of the interaction between the environment and the individual's own cognitive schema. The basic principle of learning according to this theory is that what individuals learn, especially in social and moral learning occurs through imitation and presenting examples of behavior (*modeling*). This theory also still views the importance of *conditioning* . Through the provision of rewards and punishments, an individual will think and decide which social behavior needs to be done.

Observable behavior is an important component of learning in naturalistic settings. The main function of behavioral models is to transmit information to observers in three different ways, namely (a) to serve as cues for similar behavior in others, (b) to strengthen or weaken learners' barriers to the performance of certain behaviors, and (c) demonstrate new behavior patterns.

Bandura's theory of social learning is easily used for the development of aggression, determined behavior, persistence, learning to ski jump, and psychological reactions that are flat

on emotion. This theory accepts most of the principles of behavioral learning theories, but places more emphasis on impressions and cues of behavioral change, and on internal mental processes. So in social learning theory we will use external reinforcement explanations and internal cognitive explanations to understand how to learn from others.

The social theory approach to the process of social and moral development of students emphasizes the need for conditioning and imitation. Conditioning is that the learning procedure in developing social and moral behavior is basically the same as the learning procedure in developing other behaviors, namely by reward and punishment to always think and decide which social behavior needs to be done. Imitation is that the processing of imitation. In this case, parents and teachers should play an important role as a model or character who is used as an example of social and moral behavior for students. For example, a student observes his own teacher receiving a guest, then answering greetings , shaking hands, making hospitality, and so on which the teacher does is absorbed by the student's memory. The more skilled and authoritative a model is, the higher the quality of imitation of the student's social and moral behavior.

Imitating models is the most important element in how a child learns language, deals with aggression, develops moral feelings and learns gender-appropriate behavior. Applied *behavior analysis* is a combination of conditioning and modeling, which can help eliminate unwanted behavior and motivate socially desirable behavior. The weakening of students' barriers to the performance of certain behaviors can occur in two ways. One of them is the lack of punishment because reproachful behavior. The other is the modeling of defensible violence, which adds legitimacy to the use of violence as a solution to various problems (Bandura 1973). Verbal and physical abuse by authority figures to detain rioters is an example. Repeated exposure to such a model results in a weakening of individual barriers to the use of aggressive solutions.

Since Bandura's early studies, hundreds of other experimental studies on children, adolescents, and adults have shown similar results, convincing many psychologists that observing aggression itself can increase aggressiveness (Anderson and Bushman 2001). A meta-analysis showed that the higher the frequency of contact with violence in film or television, the stronger the likelihood of a person to behave aggressively, even after the researchers controlled for social class, intelligence, and other factors.

When schoolchildren reduce the time they usually spend watching television or playing video games that often contain violence, their level of aggressiveness will decrease. It is concluded that research on violence contained in television, as well as films, video games, and

music shows clear evidence that media violence increases the tendency of aggressive and violent behavior, both in the short and long term.

Although the socio-cognitive behavioral approaches to learning differ in their emphasis, they share a fundamental optimism about the possibility of change in the individual as well as in society. According to Bandura, learning is better than just changing behavior. Learning is the attainment of knowledge and behavior based on that knowledge. Through observational leaning theory, Bandura assumes that the problem of psychological processes is considered too important or vice versa only partially studied. People can involve themselves in symbolic thoughts, people tend to guide themselves in learning, what is important is one's ability to abstract information and other people's behavior.

The principle of learning according to Bandura is an attempt to explain learning in natural situations, this is different from situations in the laboratory or in a social environment which requires a lot of observation of behavior patterns and their consequences. Bandura's criticism of learning as a relationship between stimulus and response is: (a) It does not explain how to get a new response. In a natural situation according to Bandura, people will do more than just imitate existing behavior. (b) Only observe *direct learning* , that is, people behave in something and experience the consequences. On the other hand, Bandura says that a child in his personal relationship with adults, through the interaction of the child and his parents, with his feelings of envy and so on causes the child to imitate certain behaviors.

4. Cognitive Process in Learning

According to Bandura's theory of social-cognitive learning, in detail the basics of cognition in the learning process can be summarized in 4 stages, namely: attention, retention, motor reproduction, and motivation (Gredler 1992).

a) Attention

Pay attention to the person being imitated. As an observer one cannot learn through observation unless he rigidly pays attention to the activities exhibited by the model itself and really understands them. Includes imitation events (the presence of clarity, involvement of feelings, level of complexity, prevalence, functional value) and observational characteristics (sensory abilities, interests, perceptions, prior reinforcement).

If new reactions are learned from seeing/hearing others, then it is clear that the other's level of paying attention will be the most important. In more detail, the following are the factors to get attention, including (a) important emphasis on prominent behavior, (b) getting attention from

speech / reprimand, and (c) dividing general activities into reasonable parts so that skill components can stand out. .

b) Retention

An observer must be able to remember what he has seen. He must convert the information he observes into the form of mental images, or change verbal symbols, and then store them in his memory. Includes symbolic coding code, thought organization, symbol repetition, motor repetition. Each behavioral description is stored in memory or not, and the basis for storage is the method used to encode or input the response. Encoding in verbal symbols is facilitated by people's active thinking or verbal summaries of the actions they observe . The observed response times are encoded, the memory of visual impressions or verbal symbols can be continued by mental retraining. That way, the encoder will try to think hard about the action and rethink the verbal encoding.

c) Motor Reproduction

Motor reproduction, namely the process of imitation is changing the idea, image, or memory into action. Includes physical ability, ability to imitate, accuracy of feedback. When the facts of a new action are encoded in memory, they must be converted back into the appropriate action. The new sequence of actions is the first symbol of setting and practicing, all the time compared to the memory of the model's behavior. Adjustments are made in the new course of action, and the initial set of behaviors.

d) Reinforcement and Motivation

The subject matter of attention, retention, and reproduction of motion is largely concerned with the ability of people to imitate reinforcing behavior to be relevant. When we try to stimulate people to show knowledge on the right behavior. Although social learning theory contains reinforcement not to increase knowledge in order to "taste in behavior", it's main role is to provide reinforcement (reward & punishment) like a motivator.

Implications of Bandura's Theory

In summary, Bandtura's theory of social learning has several important implications, namely:

(a) New responses may be learned without *having to perform them* (*learning by observation*)

(b) Rewards and punishments primarily affect the *performance* of the learned behavior. However, when making progress, they have an additional or secondary influence on

knowledge or learning of new behaviors that continue to have an impact on attention and practice.

(c) Reciprocal Determinism , Bandura argues, a person behaves in a certain way because of the interaction between the person, the environment, and the person's behavior, resulting in subsequent behavior. From this concept, it can be said that behavior affects the environment, or the environment or people influence behavior.

(d) Regulated Behavior, Bandura said that human behavior is largely self-regulated behavior . Humans learn a standard of performance, which is the basis of self-evaluation. If a person's actions can match or even exceed performance standards, then he will be assessed positively, but on the contrary, if he is not able to behave according to standards, in other words his performance is below standard, then he will be assessed negatively.

In addition, perceived self-efficacy also plays a major role in self-regulated behavior. This notion of self-efficacy is a person's belief that he or she is capable of doing something. From this assumption, people's motivation to achieve (if the assumption is positive) or even dismotivated to do something (if the assumption is negative) emerges. Sometimes, the notion of a person's self-efficacy does not match the real self-efficacy. A person is too sure he can do something, but in reality he can't. When this happens, people will feel frustrated and low self-esteem.

(e) Moral Conduct, Someone will learn the moral codefrom the model. This moral code determines which behavior is permissible and which behavior will be punished if it is carried out and which behavior is not. If someone violates the moral code, the person will experience self-contempt (blame / disgust at oneself), which is an unpleasant experience. But in its development, Bandura saw a mechanism by which a person can commit a moral violation without experiencing self-contempt. This mechanism as described is : Moral justification, Euphemistic labeling, Favorable comparison, Displacement of responsibility, Diffusion of responsibility, disregard or distortion of consequences, dehumanization, attribution of blame (Hergenhahn and Matthew 1997).

5. Imitation and Modelling

The experiments on children that were also concerned with imitation. Their experimental results found that imitation can occur only through observations of the behavior of the model (people who are imitated) even though the observations are not carried out

continuously. This kind of learning process is called "observational learning" or learning through observation (Bandura 1963a).

Bandura then suggested that the social learning theory be improved by looking at the social learning theory which was previously only concerned with behavior without considering one's mental aspects. According to Bandura, a person's treatment is the result of the interaction of internal factors (cognitive) and the environment. This view explains, he has put forward a theory of imitation learning, in this theory he has carried out a studyon the treatment of children when they watch adults beat, knock with iron hammers and pound while screaming in videos. After watching the video, the children were directed to play in the game room and there was a statue as shown in the video.

After the children saw the statue, they imitated the actions of the person they watched in the video. Based on this theory there are several ways of imitation, namely imitating directly. For example, the teacher demonstrates how to make a paper airplane and the students imitate it directly. Then the process of imitation through examples of behavior. For example, children imitate the behavior of cheering in the field, so the behavior of cheering is an example of behavior in the field.

Characteristics that are highlighted in modeling learning include: (1) The main learning elements are observation and imitation. (2) Model behavior can be learned through language, examples, values and others. (3) Students imitate an ability from the skills demonstrated by the teacher as a model (4) Students gain ability if they get positive satisfaction and reinforcement. (5) The learning process includes attention, remembering, imitation, with appropriate behavior or reciprocity, ending with positive reinforcement.

6. Aplication of Bandura’s Theory

An example of the application of Bandura's learning theory is when a child learns to ride a bicycle. At the attention stage, the child will be interested in observing the cyclists compared to people who do other activities that he considers less interesting. Therefore, he will observe how someone pedals a bicycle. Furthermore, at the storage stage in the child's memory will be stored that cycling is fun and one day when the time is right he will ask his father to teach him to ride a bicycle. Everything is then carried out at the reproductive stage where the child then actually learns to ride a bicycle with the father. When the child is successful, this is where the father's job is to give rewards as a form of appreciation for the child's success as well as a motivational stage.

The process of forming behavior from not liking learning to liking learning can be done in many ways , including modeling. If anyone who is at home or in the child's environment is accustomed to learning since childhood, this will be observed by the child continuously in his life. Then this child is facilitated with many media, both natural and artificial, to encourage interest in learning, for example in the form of reading books, notebooks and accessories, as well as print or audio-visual media that are arranged in an attractive manner at home or in existing study groups. Parents or teachers or supervisors have a dual role, as a model as well as a tutor.

Without any threats, punishment, tension, fear will make the child comfortable, calm, to study with the tutor. The dominance of affection, tenderness, real examples, honesty, politeness, praise, appreciation, smiles will greatly encourage the emergence of the expected behavior. The continuity of this process will crystallize in the soul and mind of the child so that it becomes a permanent behavior in his life. It will not be easily out of date and the demands of the times that are increasingly erratic.

Applications in economics and accounting lessons by teachers can take their students to supermarkets, markets, shops, cooperatives, stock exchanges, banks, BMTs, salons, and others that are clearly trade or economic centers. In this place, students can learn to calculate profit, attract consumers to buy goods or services, package goods so that they are affordable for the lower middle class to buy, and give bonuses to customers who pay their installments on time.

Applications in history lessons, teachers can take their students, for example, to Selarong Cave to observe the location of Prince Diponegoro hiding from the pursuit of the Dutch who colonized Indonesia. In addition, observing the stretcher used to carry General Sudirman during the guerrilla war in a lung condition. While observing the object of learning, the teacher can provide appropriate information to foster a sense of patriotism or provide important information about Indonesian history that must be mastered by students.

Observation and modeling methods that are the main characteristics of Bandura's Theory, students can learn while enjoying the beautiful nature around the creation of the Almighty, students can breathe the fresh air outside the classroom to their heart's content. Students can restore their physical fitness by observing many natural objects and new phenomena under the guidance of their teacher. Students can discuss and argue after finding a lot of data in the field that is written in the observation table. Students can find their own new knowledge (*inquiry*) after observing and discussing as well as additional information from friends and teachers. They will not feel tired or take too long to study directly in nature or directly observe the original or natural learning object. At the same time, the teacher can give an actual assessment of the

students' abilities after seeing, listening, discussing problems, collecting data and drawing conclusions with all their students. According to Gardner individuals have different preferences for these three types of representation and, therefore, retain information better following different types of modelling. From a coaching perspective, it would, therefore, seem pragmatic to utilize visual, verbal and practical opportunities to maximize retention of a model and appeal to different learning preferences (Gardner 1993).

The condition of students like this is important to be able to overcome the physical and psychological boredom of students in learning, because in this learning method the teacher relates directly between the subject matter and nature (which has biotic components in the form of living things and abiotic components in the form of inanimate objects) or everyday life. The social cognitive theory explains psychosocial functioning in terms of triadic reciprocal causation. In this causal model, behaviour, cognitive and other personal factors and environmental events all operate as interacting determinants that influence each other bidirectionally (Bandura 1988).

It takes preparation and professional toughness from the teacher or parents both physically and psychologically in applying this learning concept. This is because there will be a lot of creativity and new realities from the concepts of knowledge that students gain, which differ greatly from the theories in books or other print and electronic learning media.

Teachers will be very tired because they have to serve the many questions and findings of students who are starting to grow their analytical and synthetic thinking patterns. Then students will continue to hunt to get answers to these problems , here the teacher's ability is challenged to be able to manage every problem posed. The teacher can send students to open source books that are available to students or in the library, open the internet, provide opportunities for group discussion, before finally the correct conclusion will be obtained under the guidance of the teacher.

As previously noted, self-efficacy theory regards social persuasion as one means to raise people's beliefs concerning their operative capabilities. Showing that the prospect of large benefits can lead stu- dents to persuade themselves that they might be able to mount an extraordinary coping effort, especially an effort they need not actually perform, corroborates pre- dictions from self-efficacy theory that judgments of efficacy can be influenced by social persuasion (Bandura 1986).

From the examples above, it has been proven that with the application of Bandura's learning theory, it can create a learning community for all students or children, raises many questions, allows students or children to reflect, find their own concepts of science, teachers

can make a real assessment of their abilities. owned by every student or child, teacher and other students can be a model for children's learning and get used to thinking constructively for students or children. In the end, it is hoped that there will be a change in children's behavior from not liking learning to being accustomed to learning. Thus, character-based learning is expected to be realized through good examples from the teacher and community environment.

The approach to social learning theory is more emphasized on the need for *conditioning* (habituation to respond) and *imitation* (imitation). In addition, the social learning approach emphasizes the importance of empirical research in studying children's development. This study focuses on the processes that explain children's development, social and cognitive factors. The weakness in this theory is that during the process of receiving information, it does not see the positive and negative aspects. If humans learn or shape their behavior only through modeling, it is certain that some individuals who use this imitation technique will also imitate negative behavior, including treatment that is not accepted in society. Another important contribution of this theory is its completeness in describing various attitudes and behaviors obtained from the mass media . Provides a detailed description of the mechanisms of reinforcement and punishment in group settings, and identifies the importance of self-efficacy in learning. However, in its application there are also shortcomings such as it is difficult to apply the requirements for self-efficacy and self-regulation along with other class priorities because it does not include some of the learning modes that are usually used in the classroom, for example, learning from texts (Gredler 1992).

D. CONCLUSION

Social cognitive learning theory was developed to explain how a person experiences learning in the surrounding environment. Bandura argues that environmental behavior and internal events in learning that affect perception and action are mutually influential relationships. Learning is a triangular interaction that is mutually influential and binding between the environment, personal factors and behavior which includes cognitive processes of learning. The learning components consist of behavior, the consequences of the model and the learner's cognitive processes.

Social cognitive theory has two main implications for education. First, modeling is the main source of information for students. This theory identifies situations in which children obtain information from models in the mass media as well as from family and other models. The second is the importance of a sense of efficacy/personal efficacy and self-regulation ability to be a successful learner. Learning outcomes are in the form of visual and verbal codes that

may or may not be retrieved. In planning complex skill learning, in addition to learning the components of the skill itself, it is necessary to develop a *sense of efficacy* and learner *self - regulation* . In the learning process, learners should be given sufficient opportunity for mental training before physical exercise, and *reinforcement* and avoid unnecessary punishment. In learning process according to theory social Albert bandura, a teacher must could presenting good models. Its must could have influence which strong to learners so that could give attention for them. Model here no must from teacher, however depends what which will taught. Theory social study suitable for teaching psychomotor and affective domain, because learners direct could notice, remember and copy from model which presented.

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