

LITERATURE REVIEW OF SOCIAL LEARNING THEORY AND ITS IMPLICATIONS IN THE WORLD OF EDUCATION AND SOCIALIZATION

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Abstract

This article examines the social learning theory developed by Albert Bandura and its implications in the world of education and the socialization process. This approach emphasizes that the learning process does not only take place cognitively and individually, but also in a social context through observation, modeling, and interaction. This literature review uses a qualitative descriptive method with data sources from various scientific literature such as books, accredited national journals, and research reports. The results of the study indicate that the application of social learning theory can increase learning motivation, character formation, and internalization of moral and social values in education. Despite challenges such as the dominance of the behaviorist approach and the negative influence of social media, opportunities for implementing this theory remain open through the Independent Curriculum, teacher training, and contextual learning strategies. Social learning theory can be a conceptual foundation in building education that is more humanistic, collaborative, and relevant to the social dynamics of Indonesian society.

Keywords: Social Learning Theory, Albert Bandura, Education, Socialization, Contextual Learning, Modeling, Independent Curriculum

INTRODUCTION

The learning process is the core of human quality development in the education system. In a modern constructivist perspective, learning is not only understood as a process of transferring information from teachers to students, but as an active process involving social interaction, experience, and observation of the surrounding environment. One approach that emphasizes the importance of social interaction in learning is the social learning theory developed by Albert Bandura.

Social learning theory states that learning occurs in a social context through the processes of observation, imitation, and modeling (Bandura, 1977 in Siregar, 2020). In the context of Indonesian education, this theory is very relevant considering the characteristics of the collectivist culture of society which emphasizes the importance of social relations in the formation of values and

knowledge. Along with the development of information and communication technology, the influence of social models in learning is increasingly widespread, not only through teachers and parents, but also through digital media and virtual environments accessed by students (Yustisia & Indrawati, 2022).

Recent studies have shown that learning based on social interaction can increase learning motivation, strengthen internalization of values, and accelerate the achievement of student competencies. This is especially evident in the implementation of the Merdeka Belajar curriculum which emphasizes a collaborative, exploratory, and participatory learning approach (Kemendikbudristek, 2022). In this context, social learning theory is a very strong philosophical foundation in developing contextual and humanistic learning strategies. However, the facts on the ground show that learning practices in many schools are still dominated by a behavioristic approach that focuses on stimulus and response, as well as memorization-based evaluation (Hasanah, 2023). In fact, in the 21st century education era, a learning model is needed that is able to shape students into individuals who are able to think critically, work together, and have social and cultural literacy. Social learning theory offers a more holistic approach by involving cognitive, affective, and social aspects simultaneously.

In the context of socialization, this theory also plays a crucial role. Socialization is an important process in the formation of personality, values, and social norms of individuals in society. Children, adolescents, and even adults form their social identity through observing the behavior of others, both in the family, school, and wider society. The modeling process from influential figures such as teachers, religious figures, and public figures can shape attitudes, behaviors, and values instilled in individuals more deeply than just through formal learning (Widodo, 2021).

Amidst today's technological and social media advances, the social learning process has become more complex. Children now learn not only from people in their immediate environment, but also from virtual figures that they access every day through digital platforms. This phenomenon brings new challenges in the world of education and socialization, especially in controlling the values and norms absorbed by students. Therefore, it is important for educators to understand the principles of social learning theory in order to develop effective learning and character building strategies that are relevant to the context of the times.

Several literature studies show that the application of social learning theory in education can improve student learning outcomes, strengthen moral and social values, and improve interpersonal skills (Astuti, 2022). This indicates that this theory has great potential to be further developed in formal and non-formal education practices in Indonesia. However, the limitations of implementation and the lack of teacher training in adopting this approach are challenges in themselves. A systemic approach is needed that involves education policies, curriculum development, and strengthening the capacity of educators to integrate this theory comprehensively into the national education system. With this background, a literature review of social learning theory is important to re-examine its significance in learning and the socialization process of students. This review is expected to provide a conceptual contribution to the development of education that not only forms cognitive abilities, but also strengthens the social and moral dimensions of the young generation of Indonesia.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a literature review method. This approach was chosen because the main objective of this study is to understand and study social learning theory conceptually and examine its implications in the world of education and socialization based on relevant scientific literature.

According to Zed (2014), a literature review is a systematic method in examining reference sources such as books, journal articles, and official documents to build a theoretical framework, find research gaps, and compile scientific arguments. In this context, the study does not collect primary data through observation or interviews, but analyzes secondary data obtained from valid and published scientific sources.

The data sources in this study were obtained from accredited national journals, textbooks, and research reports that are relevant to the topic of social learning theory and its application in education. Inclusion criteria include: (1) publications within the last 10 years (2014–2024), (2) relevant to the theme of education and socialization, and (3) available in open access or available in Indonesian university repositories. The journals used as references include Garuda, Sinta, and Google Scholar, as well as educational books by domestic experts.

Data analysis was carried out using a thematic approach, namely by grouping data based on main themes such as: basic principles of social learning theory, the role of modeling in education, implications in socialization, and challenges and opportunities for implementation in Indonesia. The analysis technique was carried out through data reduction, data presentation, and drawing conclusions qualitatively (Miles, Huberman, & Saldana, 2014). Data validity was strengthened by triangulating sources, namely comparing results from various literatures to gain a complete and in-depth understanding.

By using this method, researchers hope to provide relevant theoretical and practical contributions to the development of educational strategies and character formation in the Indonesian socio-cultural context through the lens of social learning theory.

RESULTS AND DISCUSSION

1. Basic Concepts of Social Learning Theory

The social learning theory developed by Albert Bandura suggests that learning occurs through observational learning of the behavior of others, then internalized through the process of modeling, imitation, and identification. Bandura also added that the learning process is not only influenced by the environment, but also by the individual's cognitive factors and their interactions with the social environment (Siregar, 2020).

From a study of educational literature, it was found that this theory has a basic structure that includes four main processes, namely: attention (attention to models), retention (memory), motor reproduction, and motivation (Bandura in Astuti, 2022). This emphasizes that learning is not passive, but active and involves mental abilities and social factors.

In Indonesian education, this concept has begun to be widely adopted along with the change in the learning approach from teacher-centered to student-centered, especially in the implementation of the Merdeka curriculum which emphasizes contextual, participatory, and experience-based learning (Kemendikbudristek, 2022).

2. The Role of Social Models in Learning

The results of the study show that social models such as teachers, peers, and public figures greatly influence the way students learn and shape their attitudes. In the context of elementary to secondary schools, teachers are still the main role models in shaping behavior and values (Hasanah, 2023). In fact, in the Islamic educational environment, *ustadz* or religious teachers have great symbolic power in influencing students' morality. Yustisia & Indrawati's (2022) research revealed that children also imitate a lot of the behavior they see on social media and television, which shows that modeling does not only occur in physical space, but also digitally. This broadens the scope of the application of social learning theory in today's education world, especially in the challenges of filtering information and behavior that students consume every day.

3. Implications in the Socialization Process

In the context of socialization, social learning theory plays a role in explaining how individuals absorb social values, norms, and customs through interactions and observations of behavior in their surroundings. This process is important in character formation from an early age. Widodo (2021) emphasized that in families and schools, children learn to be polite, honest, disciplined, and responsible from the direct examples they see. Socialization based on social learning theory has also proven effective in character education. In several character education programs studied, the use of strategies such as peer modeling and observational learning encouraged students to internalize the values taught more naturally and lastingly (Astuti, 2022).

4. Implementation Challenges in Indonesia

Although theoretically very strong, the implementation of social learning theory in the Indonesian education system still faces several obstacles. First, the learning approach in many schools is still dominated by lecture and memorization methods, with minimal social interaction (Hasanah, 2023). Second, many teachers do not yet understand in depth how to apply the modeling approach effectively in daily learning. Third, the uncontrolled influence of social media is also a threat to the positive socialization process. Without mentoring or digital literacy learning, students can imitate negative behavior that they see in digital media, which is contrary to educational values (Yustisia & Indrawati, 2022).

5. Opportunities for Strengthening Social Learning Theory in Education

However, the opportunity to apply social learning theory more effectively is wide open, especially within the framework of the implementation of the Independent Curriculum. This curriculum provides more space for teachers to use project-based, collaborative, and context-based approaches that are very much in line with the principles of social learning theory (Kemendikbudristek, 2022). The development of teacher training that focuses on modeling strategies and the use of video-based learning media, simulations, and direct practice can be a way out to increase the effectiveness of this theory-based learning. In addition, peer tutoring programs have also been shown to increase the effectiveness of learning and the formation of student character.

CONCLUSIONS

Based on the literature review that has been conducted, it can be concluded that social learning theory has a very important contribution to the education and socialization process. This theory emphasizes that the learning process does not only take place cognitively and individually, but also socially through observation, imitation, and modeling of the behavior of others. This concept is very relevant to the educational context in Indonesia which is collectivistic and upholds exemplary values.

In the world of education, social learning theory provides a strong foundation for a contextual, participatory, and collaborative learning approach. Teachers, peers, parents, and the mass media act as social models that can shape the behavior and values of students. The application of this theory has been proven to support character formation, increased learning motivation, and strengthening social values among students.

On the other hand, the application of this theory still faces a number of challenges, such as the dominance of traditional learning methods, low teacher understanding of modeling strategies, and the negative influence of unfiltered digital media. However, opportunities for the application of this theory are increasingly open through the Independent Curriculum approach, project-based learning, and strengthening digital literacy and the active role of teachers as learning facilitators.

Thus, social learning theory can be used as a pedagogical and sociological foundation in building an education system that not only develops academic aspects, but also forms the personality and social integrity of students. Collaborative efforts are needed between educational institutions, families, and communities to optimize the implementation of this theory in learning practices and ongoing socialization processes.

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