Conference Paper

The Effectiveness of Self Efficacy ``*Bandura*'' Learning Model in Digital-Based *Topeng* Malang Teaching

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Abstract

As a teacher, it is important to decide the right learning model since it will determine learners' motivation and achievements in the learning processes. Teachers should transfer knowledge and education in the most effective way to make sure that students understand the materials. *Topeng* Malang, as one of the sub material in the art and cultural subject, is designed in a way that students are interested in and has a high motivation to learn. The *"Bandura"* self-efficacy learning model in digital-based *Topeng* Malang learning produce an interactive digital book using *Bandura* theory. Mixed method was used in this study. The population of the study is VIII grade students in SMPN 4 Malang. The sampling method used was cluster random sampling which resulted in 30 students as the subjects. The data collection used a questionnaire of learners' learning motivation and a test of learners' achievements. The data analysis shows that *"Bandura"* self-efficacy learning model applied in the digital-based *Topeng* Malang learning gives 77,1% of contributions. It shows that the use of *Bandura* self-efficacy learning model in *Topeng* Malang learning is more effective compared to the conventional models.

Keywords: *self-efficacy*, *wayang topeng* learning, effectiveness

1. Introduction

The art and culture subject would be successfully implemented with the ability of teachers to run their role as facilitator, motivator, and evaluator. Based on UU No. 14 2005 about teacher and lecturer, it is stated that teacher is a professional educator with several main roles to give education, teaching, guidance, direction, training, assessment, and evaluation for learners through formal education in elementary and high education. Thus, it should be the main concern for teachers to improve the learning quality even though the subject is not part of the National Examination.

Through the teaching of art and cultural subject at school, it means that art teachers indirectly participate in introducing culture. Based on the learning concept, transmissions or transfer of knowledge are principally cover the transfer of competence from generations to other generations. In this case, the transfer of knowledge happens between teachers and learners. This transfer of knowledge consists of the characteristics, knowledge, skills, and other competencies of art and culture. The cultural transmission or inheritance of art and culture happens through the process of acculturation or enculturation, socialization, and internalization (Koentjaraningrat, 2000; Kizgin, 2018; Prompayuk, 2016; Irawati, 2016: 108).

Conceptually, art and culture are a form of expressions from a person through creation and intention. As an expressive performance from the creator, the art itself has a close relationship with its cultural elements. As part of the culture, there are several categories of art. They are performance arts (theater, dance, music, and martial arts), fine arts (pure arts, painting arts, sculpture arts, craft arts, dan design art); literary arts (prose or poetry); and the last is the developed art, multimedia (movies, videos, and other recording forms) (Yoeti, 2006:66; Jazuli, 2011: 38). According to Rohidi (2014) in the anthropology perspective, arts are not defined as an autonomous domain with the intraesthetic characters, but in a framework of culture as a system.

Based on the observation, teachers do not introduce the art and culture in the learning processes. Whereas, the art and culture subject is beneficial as the media of expression, imagination, creativity, and appreciation platform. In another hand, this subject aims to understand the concept and the importance of art and culture, appreciate it, having creativity, and take roles in the art and culture in a local, regional, or global level. Based on the behavioristic theory, learning is a change of attitudes caused by the interaction between stimulus and responses. Thus, it is necessary to introduce art and culture learning in the right way since it will influence students' behavior.

According to Sudarto (2008:47), the mission of cultural subject is to be a culturally-based education. Two aspects of art education are developed: (1) The appreciation of art; and (2) The creation of art. In the cultural aspects, three aspects are developed: (1) multilingual (the diversity of language); (2) multidimensional (the diversity of perspective); and (3) multicultural (the diversity of cultures). The art and cultural subject teach learners to appreciate any national art. Appreciating itself is an act to understand and aware of the art creation and makes them more sensitive toward aesthetic and artistic arts so they can enjoy and value the art and cultures.

One of the developed materials in the art and culture subject curriculum is the material related to local culture such as *Topeng* Malang. *Topeng* Malang is one of

the performance art that is possible to be the media of introducing cultural values. Cultural values contained in a show deliver messages through some symbols that represent feelings (Kurnita, 2007; Machmud, 2013; Dina, 2015; Gustianingrum, 2016). The characters of Panji that are used as the symbol of kindness, such attitudes can be used as an example to be implemented in real-life. Humans have many different natures such as the traits, there are people with hard temper and mild character. These things are delivered in performances as a platform to distribute values and the main teachings.

The learning of *Topeng* Malang that is developed using the digital-based self-efficacy learning model is expected to enhance learner's interest in learning art and culture subject. Effective learning comes from classroom learning to provide an interesting learning atmosphere. Thus, it is important to arrange the learning plan. The self-efficacy learning model is created to help teachers and learners in the art and culture learning processes especially related to *Topeng* Malang. This learning model is developed in the form of a digital e-book.

This study aims to investigate the effectiveness of Bandura self-efficacy learning model in *Topeng* Malang learning. The effective Bandura self-efficacy teaching model is designed to formulate a students-based learning model. Thus, it is necessary to use student-based learning to teach the art and culture subject especially *Topeng* Malang to achieve effective learning.

2. Research Methodology

This study is a mix method study which combines the quantitative and qualitative method. A mix method study produces more comprehensive facts in investigating the research problem since the researcher have the freedom to utilize all of the data instruments based on the necessity. Quantitative or qualitative things are only limited to certain instruments. The setting of this study was SMPN 4 Malang with VIII graders as the subjects. The study was conducted on May until Juni 2019, in 2018/2019 academic years. The subjects of this study were VIII graders who study the art and culture subject. The data collection used an interview, observation, and a questionnaire. The population in this study consisted of 30 students. The sampling technique that was used was cluster method in which the sampling was conducted by considering students' score in the art and culture subjects. With the minimum score of 75, there were 15 students with the range of score was 75-100 and the other 15 students were 50-70.

The questionnaire used favorable and unfavorable questions using Linkert scales. The Linkert scale was used to measure attitudes, opinions, and perceptions of an

individual or groups of people toward certain social phenomenons (Sugiyono, 2012: 136). There were four choices of the answer in the scale; Strongly Agree, Agree, Disagree, and Strongly Disagree. The criteria for the favorable statements were counted from 4,3,2,1 while the unfavorable were 1,2,3,4. The validity of data used extended participation, persistence, and triangulation. The effectiveness statements consisted of Very Effective, Effective, Fair, and Ineffective.

Based on the collected data, the qualitative data were converted into quantitative data using descriptive analysis. This analysis was used to know the percentage of responses from the questionnaire. It uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Cases

To know the average score of the effectiveness of self-efficacy teaching model on *Topeng* Malang, the researcher used the following formula:

$$MX = \frac{\sum X}{N}$$

MX = Mean

X = Total variable X

N = Number of Cases

Then, the result was formulated using the effectiveness categories. The following is the table of effectiveness categories.

TABLE 1: Categories of Effectiveness

No	Score	Descriptions
1	76 - 100	Very Effective
2	51 - 75	Effective
3	26 -50	Fair
4	1 - 25	Ineffective

3. Results and Discussion

The data collected from the questionnaires were processed into data in the form of a table using percentage description technique. The purpose of this data processing is to give values and explanation for the obtained data. In analyzing the result of the study,

a tabulation was made for each question item adjusted with data analysis technique so that the researcher can create a conclusion. There are 25 questions as can be seen in the following table:

The result of the questionnaire distributed to 30 students with the above 25 questions can be seen in the following table:

$$P = \frac{F}{N} \times 100\%$$

The following are the formula in calculating the average score of the effectiveness of self-efficacy learning model in *Topeng* Malang teaching.

$$MX = \frac{\Sigma X}{N}$$

$$77,1 = \frac{2314}{30}$$

Based on the calculation toward the 25 items related to the effectiveness of Bandura self-efficacy learning model in *Topeng* Malang teaching given to 30 students in SMP Negeri 4 Malang is in the "Very Effective" category. It is shown from the average score of the questionnaire is 77.1. With the "Very Effective" category, it shows that the learning objectives can be achieved maximally. It is in line with Peter's statement (1987:42) saying that effectiveness is related to the activities conducted in the right way to achieve a better result based on the main purposes.

Based on that category, it also shows that several Bandura self-efficacy learning model can enhance students' independence and participation to learn individually. Self-efficacy is one of the development aspects that is necessary to be developed to achieve students' development in academic, career, and social behavior in an optimal way. Alwisol (2007) believes that self-efficacy is a self-perception about how well is an individual can run the function in certain situations. In regards to the individual belief, every individual can do a valuable activity.

Self-efficacy is also believed as a foundation of human's agency (Bandura, 2005). Self-efficacy is a psychological aspect that contributes to students' success in finishing tasks. By having strong confidence, an individual will have motivation, brave, and diligent to finish the tasks given. According to Bandura (Islahul and Utiya, 2015), students are more proactive toward reactions come within themselves compared to external reactions. One of the self-confidence is students mindset toward their ability to succeed in finishing certain tasks or self-efficacy. Thus, students' success in learning is influenced by their self-confidence.

TABLE 2: Questions in the questionnaire

NO	QUESTIONS
1	Teachers use the learning instrument for Bandura self-efficacy learning in *Topeng* Malang teaching.
2	The implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching causes confusions.
3	The implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching makes the learning processes more effective.
4	There is an improvement in teachers' preparation for teaching *Topeng* Malang using Bandura self-efficacy learning model.
5	Teachers put attention on students in the implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
6	Teachers do not have adequate preparation in implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
7	There are interactions between students during the implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
8	The satisfaction of teachers' presentation in implementing Bandura self-efficacy learning model.
9	Students try to answer teachers' questions.
10	Students actively participate in Bandura self-efficacy learning model in *Topeng* Malang teaching.
11	*Topeng* Malang teaching is no longer a boring lesson since the implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
12	Students' understanding is improving after the implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
13	There is an improvement in students' confidence after the implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
14	The implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching is a boring thing.
15	The result of Bandura self-efficacy learning model in *Topeng* Malang teaching is satisfying.
16	The implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching makes students passive and bored.
17	The learning process through in the Bandura self-efficacy learning model in *Topeng* Malang teaching become more directed.
18	With the implementation of Bandura self-efficacy learning model in *Topeng,* Malang teaching is still not interested.
19	The stresses caused by watching the media and Bandura self-efficacy learning model in *Topeng* Malang teaching make students less focus toward the materials.
20	With the use of Bandura self-efficacy learning model in *Topeng* Malang teaching, the materials are well delivered.
21	The learning processes using Bandura self-efficacy learning model in *Topeng* Malang teaching become more interesting.
22	The implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching has already good.
23	The use of Bandura self-efficacy learning model in *Topeng* Malang teaching makes students more excited to study.
24	Students can think more critically through the implementation of Bandura self-efficacy learning model in *Topeng* Malang teaching.
25	The explanation in the Bandura self-efficacy learning model in *Topeng* Malang teaching is not interesting.

TABLE 3: Scores of the Students Questionnaire

Students (subjects)	Questionnaire Score
1	80
2	84
3	64
4	80
5	78
6	74
7	93
8	62
9	84
10	67
11	60
12	67
13	75
14	56
15	84
16	71
17	78
18	57
19	62
20	78
21	95
22	86
23	93
24	96
25	95
26	78
27	86
28	80
29	80
30	71
Total	2314

4. Conclusions and Suggestions

Based on the data analysis about the effectiveness of Bandura self-efficacy learning model in *Topeng* Malang teaching, it is revealed that this learning model is very effective to be implemented in the art and culture learning processes especially *Topeng* Malang. The existence of self-efficacy learning model makes students more motivated, active, understand, responsive, and sensitive in the learning process to acquire knowledge. In the other hand, the implementation of this learning model is also one of the ways to introduce the local culture especially *Topeng* Malang to the students.

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