

IMPLEMENTATION OF SOCIAL LEARNING THEORY IN CHILDREN'S GAME

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Abstract: The purpose of this paper is to explore how social learning theory is implemented in early childhood games. The application of learning theory in PAUD settings is carried out in games and storytelling activities that involve teachers and children. Based on the results of observations and interviews that we conducted with 2 teachers and 6 children at Aisyiyah Bustanul Atfal Kindergarten, the application of the concept of social learning theory can be seen in cooking games. As a result, children not only play fun cooking games, but also get used to playing together, sharing cooked food with friends, taking turns playing, helping each other clean up games, and communicating with their peers. The hope is that the implementation of social learning in PAUD teaches children to become individuals who are not only cognitively intelligent but also good at socializing with their environment in the future.

Keywords: learning, social, games, early childhood

INTRODUCTION

Social Learning Theory is an extension of behavioristic learning theory that focuses on how the environment and reinforcement influence a person's behavior. Meanwhile, Social Learning theory states that a person can learn behavior through observation. observation, they will choose and change the environmental conditions to be applied to their behavior (Lin et al., 2003; Scavarelli et al., 2021). For example, when giving praise to child A for helping a friend, surely the other children will imitate the behavior of child A in order to get the same praise.

From the process of observing what children do to their environment, their behavior and way of learning also change. Because the essence of this learning theory is observation and modeling, not a few people call it observational learning or modeling learning. Albert Bandura is one of the main figures who developed social learning theory. In this theory, Bandura emphasizes the importance of observing, imitating, and imitating the behavior, attitudes, or emotional reactions of others in the learning process. Bandura's Social Learning Theory agrees with the opinion of the Behavioristic Learning

theory about changes in behavior that are influenced by external factors and stimuli (Bandura, 2002; Greenwood & Lipman, 2010).

However, there are two other things added to this theory, including: The process of controlling knowledge that occurs between stimuli and responses. Behavior is learned from the environment through the process of observation. According to social learning theory, the environment does shape a person's behavior and conversely, behavior shapes the environment (Susperreguy et al., 2018). In other words, there is a process in which the world and one's behavior influence each other.

Not only that, but social learning theory also sees that a person's personality is the result of the interaction between three things, namely the environment, behavior, and one's psychological processes. Social learning theory believes that most humans learn through a process of selectively observing and remembering the behavior of others. So, their behavior is not only formed by the reaction of a stimulus or stimulus, but also as a result of the interaction between the environment and the individual's own cognitive knowledge (Ahn et al., 2020; Alsubaie, Ayesh, 2016; Dealey & Stone, 2018). This is the background of this research to discuss the implementation of social learning in children's games.

RESULTS AND DISCUSSION

The implementation of social learning theory can be learned through language, role models, values, and others. Children in Aisyiyah Bustanul Atfal Kindergarten imitate an ability or behavior from events experienced by other people or from things exhibited by the teacher as a model. Children in Aisyiyah Bustanul Atfal Kindergarten acquire abilities if they get satisfaction and a positive stimulus-response. The learning process includes paying attention and remembering.

As previously mentioned, Social Learning theory is similar to Behavioristic Learning theory. So that we can differentiate between them, we can look at the characteristics of modeling learning such as the good practices of social learning theory that we found in children at Aisyiyah Bustanul Atfal Kindergarten. The main focus of his learning is observation and imitation. imitating appropriate behavior or reciprocity, ending with a positive stimulus-response. Discussion for example Goa Selarong to observe Prince Diponegoro's hiding place. If that's not possible, try to find a video or

image that shows the location in detail. While observing the existing objects, we can provide information related to their history and foster a sense of patriotism in children.

In the classroom, we can apply Social Learning theory in several ways. For example, to teach history material, we can take children to historical locations directly, which at that time becomes a topic. Another example is in buying and selling economics material, we can create a simple "market" where children can observe the process of buying, selling, and bargaining. We can practice the process ourselves or ask for help from other children who feel they have knowledge about it.

There are more fun cooking games, but also the habit of playing together, sharing cooked food with friends, taking turns playing, helping each other clean up games, and communicating with peers. This activity can be used as training material for children and raises discussions in class as is done by teachers at Aisyiyah Bustanul Atfal Kindergarten. From the examples above, it can be seen that there are four important processes in the application of Social Learning theory, including: Before imitating others, children must pay attention to the person to be observed. For example, a dancer needs to pay attention to the behavior and movements performed by famous dancers in order to know the types of movements.

Even though they have paid attention to someone's behavior, the learning process will not work when children do not remember this behavior. The ability to retain information is also an important part of the learning process (Lestari, 2020; Li et al., 2016; Suparlan, 2019). Mimicking behavior is the ability to reproduce the behavior. At this stage, children must have the ability to repeat the behavior they observe. So, after noticing and retaining the information, it's time for the children to engage in the behavior. Then there is also motivation, the desire to imitate the behavior of children. The implementation of social learning in kindergarten teaches children to become individuals who are not only cognitively intelligent but also good at socializing with their environment in the future.

CONCLUSION

Learning through the process of observation becomes effective when children have the motivation to imitate that behavior. The motivation here drives children to

continue doing something. Not only does it allow children to discover their own scientific concepts, but Social Learning theory also raises questions for children, makes them self-reflect, and we can make a true assessment of the abilities that children have.

In addition, teachers or other friends can take turns being models or examples of learning so that a constructive way of thinking is created for them. However, there is one thing that must be considered in applying this theory. Since children learn only through a process of imitation, there are bound to be parts of negative modeling that children also imitate. This is where our role as teachers, apart from facilitating, is also paying attention to how this theory is applied in class.

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